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**APPENDIX A**

**QUESTIONNAIRE ON MANAGEMENT DEVELOPMENT AS A TASK OF SCHOOL MANAGERS AT INSTITUTIONAL LEVEL**

**Instructions for completing the questionnaire:**

1. This questionnaire is strictly for research purposes only. Please do not *fill* in your name, name of school or the school stamp anywhere on this questionnaire. Your honest response will therefore be of great value to the research and will be treated *confidentially*. Please note that there are no right or wrong answers, only honest ones.
2. The questionnaire consists of four sections, viz., Section A: General information, Section B: Management development needs, Section C: Management development experiences, and Section D: Management development activities

**SECTION A: GENERAL INFORMATION**

*Please place a cross (X) in the appropriate block:*

1. What is your gender?
 

Male	Female
------	--------
2. What is your age?
 

20 - 29	30 - 39	40 - 49	50 +
---------	---------	---------	------
3. What is your present position?
 

Principal	Deputy Principal	Head of Department
-----------	------------------	--------------------
4. Number of years in your present position?
 

01 - 10	11 - 15	16 - 20	20 +
---------	---------	---------	------
5. Type of school?
 

Primary	Secondary	Intermediate	Combined
---------	-----------	--------------	----------
6. Location of school?
 

Township	Suburban	Rural
----------	----------	-------
7. Highest academic qualifications?
 

Standard 10	B. degree	B. Ed/Honours	M. degree
D. degree		Other (Specify) .....	
8. Highest professional qualification?
 

PTC/PTD	JSTC	SED/ SSTC/STD	HED
Other (Specify) .....			
9. Number of School Management Team Members in your school? (Specify)
10. Further study in educational management? (Specify)

## SECTION B: MANAGEMENT DEVELOPMENT NEEDS

Management development entails all activities aimed at educating, developing and training as well as improving management skills of school managers, i.e. principals, deputy principals and heads of department in order that they perform their management duties effectively and efficiently. This questionnaire intends to gather data on school managers' development needs, experiences and current management development activities.

*The following are some of the development needs of educational leaders identified by education management development research. Please prioritise them according to your own situation.*

Key: 1. Very low 2. Low 3. Medium 4. High 5. Very high

1. Performance appraisal

1	2	3	4	5
---	---	---	---	---

2. Planning, organising, guiding and controlling

1	2	3	4	5
---	---	---	---	---

3. Financial management

1	2	3	4	5
---	---	---	---	---

4. Conflict management

1	2	3	4	5
---	---	---	---	---

5. Managing interpersonal relationships

1	2	3	4	5
---	---	---	---	---

6. Managing change

1	2	3	4	5
---	---	---	---	---

7. Delegation

1	2	3	4	5
---	---	---	---	---

8. Team building and motivation

1	2	3	4	5
---	---	---	---	---

9. Communication skills

1	2	3	4	5
---	---	---	---	---

10. Managing a multicultural environment

1	2	3	4	5
---	---	---	---	---

### SECTION C: MANAGEMENT DEVELOPMENT EXPERIENCE

The following questions seek to find your own experience of management development. Please indicate this by putting a cross in the appropriate column.

Key: 1 = Yes 2 = No 3 = Not sure

1. Have you had any management training for which you were awarded a certificate or diploma? If yes, please specify course(s)/qualification(s) -----  
----- 

1	2	3
---	---	---
2. Have you attended any in-service training on management in the last two years? If yes, please specify what the course(s) you attended was about.-----  
----- 

1	2	3
---	---	---
3. Do you see a need for management development at school level? 

1	2	3
---	---	---
4. Have you conducted any development courses for your staff this year? 

1	2	3
---	---	---
5. Would you attend a management development course with another staff member who is not in the school management team? 

1	2	3
---	---	---
6. Would it help to observe other school managers for a day or longer at their schools? 

1	2	3
---	---	---
7. Would you act as a tutor for other school managers at your school? 

1	2	3
---	---	---
8. Would you attend a management course conducted by your staff member who is not in the school management team? 

1	2	3
---	---	---
9. Would you pay for a management development course? 

1	2	3
---	---	---
10. Should parents be involved in the school management development programme, e.g. from the planning to the implementation stage ? 

1	2	3
---	---	---

### SECTION D: MANAGEMENT DEVELOPMENT ACTIVITIES

This section intends to find out the current management development activities in Gauteng schools. Please indicate your current circumstances by putting a cross in the appropriate column.

Key: 1. = Yes 2. = No 3. = Not sure

1. The school has a policy statement regarding the development and training of the school management team (SMT). 

1	2	3
---	---	---

2. Whole-school development and individual development and training needs are identified. 

1	2	3
---	---	---
3. Management development programmes are costed and included in the school budget. 

1	2	3
---	---	---
4. The school management team attends school-based and external in-service training. 

1	2	3
---	---	---
5. There are procedures that ensure the implementation of management development plans and experiences. 

1	2	3
---	---	---
6. The implementation of plans is carefully monitored and evaluated. 

1	2	3
---	---	---
7. Management development activities focus on all areas of school management. 

1	2	3
---	---	---
8. The management development programme is conducted in the context of the school's mission and aims. 

1	2	3
---	---	---
9. Staff members are involved in management development planning and implementation. 

1	2	3
---	---	---
10. Management development activities are evaluated regularly to identify needs for reinforcement and or corrective action. 

1	2	3
---	---	---
11. Management development activities focus on continuous improvement. 

1	2	3
---	---	---
12. The school has identified key strategic issues upon which management development activities must focus. 

1	2	3
---	---	---
13. The management development programme gets the support and commitment of staff and parents. 

1	2	3
---	---	---
14. The management team has systems or procedures for management development needs identification. 

1	2	3
---	---	---
15. Action plans are used for management development programme implementation. 

1	2	3
---	---	---
16. The management development plans indicate expected outcomes and success criteria. 

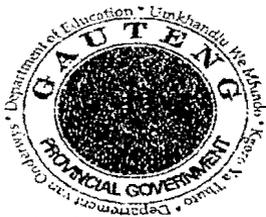
1	2	3
---	---	---
17. Indicators of good practice are used to rate management development needs. 

1	2	3
---	---	---
18. The school's management development programme is flexible enough to accommodate changes caused by external interventions, e.g. new policies from the GDE. 

1	2	3
---	---	---
19. The management development programme makes use of external expertise, e.g. agencies, GDE Education Specialists. 

1	2	3
---	---	---
20. Staff reports on the content and value of management development activities. 

1	2	3
---	---	---



**GAUTENG DEPARTMENT OF EDUCATION**  
**DIRECTORATE: EDUCATION INFORMATION**  
UNIT: EDUCATION MANAGEMENT INFORMATION  
SYSTEMS

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TEL: (011) 355-1763  
FAX: (011) 355-0670

REF: F12

ENO: MOHAMMAD SUJEE

1998/05/06

**TO: MIXABA**  
District C3

**FAX: 016 422 0780**  
**TEL: 011 421 4171/5**

**Rc: STATISTICAL INFORMATION**

Dear M I Xaba

Please find below information on the number of principals, deputy principals and HODs in Gauteng schools as requested in your fax dated 4/5/98. S in the table indicates state paid educators and pvt reflects privately paid educators.

Prin	Deputy	HOD	Pvt Prin	Pvt Deputy	Pvt HOD
1800	1934	4857	365	277	852

All the best in your research!

Regards

mohammad



## Research Unit

**Eng:** Mr L. Mafisa  
**Tel:** 011 355 0360  
**Fax:** 011 355 0670  
**e-mail:** [annech@gpg.gov.za](mailto:annech@gpg.gov.za)

**Physical address:**  
Room 1523  
111 Commissioner Street  
Johannesburg

**Postal address**  
Box 7710  
Johannesburg  
2000

3 November 1998

Mr M. I. Xaba  
Hetwill Building  
9 Kruger Avenue  
Private Bag X05  
VEREENIGING  
1930

Dear Mr Xaba

### REQUEST TO CONDUCT STUDY ON MANAGEMENT DEVELOPMENT AS A TASK OF THE SCHOOL PRINCIPAL

Thank you for your follow-up letter received on 2 November 1998 regarding the above.

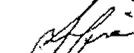
This letter acknowledges that indeed, the Gauteng Department of Education was consulted regarding permission to conduct the above mentioned study in Gauteng schools. Approval in principle was given and it is generally subject to the following:

- The District Directors concerned are to be informed that you have received permission from the Gauteng Department of Education to conduct your research in GDE schools.
- Please show this letter to the school principal and the chairperson of the school governing body as proof that you have received the Department's consent to carry out the research as detailed above. The letter places no obligation to schools to participate in the research.
- A letter/document which sets out a brief summary of your intended research should please be made available to the principals of the schools concerned.
- Please obtain the goodwill and co-operation of the principal, chairperson of the governing body and teachers involved. Persons who offer their co-operation will not receive any special benefit from the Department, while those who prefer not to participate will not be penalised in any way.
- The principal should be consulted as to the times when you may carry out your research, and the normal extramural school programme should be interrupted as little as possible.
- The names of the school, principals and teachers may not appear in your dissertation without their consent.

- Please supply the Department via the Research Unit with a bound copy of the dissertation. You may also be requested to give a short presentation on your findings.
- Please supply the principals concerned and Directors in whose districts the schools are located with a brief summary of your findings.

The Department wishes you well with this project and looks forward to hearing from you in due course.

Yours sincerely



LEKHOTLA MAFISA  
EDUCATION INFORMATION DIRECTORATE: RESEARCH UNIT



## Appendix D

29 Cobalt Street  
Steelpark  
VEREENIGING  
1939

1998 May 1998

Dear colleague

I am presently conducting a research on the topic “Management development as a task of school managers at institutional level” with the aim of developing a model of management development for use in Gauteng schools.

Management development relates to the school management teams’ activities that are aimed at improving their management skills on a continuous basis. In the light of education transformation in South Africa and the concomitant shift from the past management activities to the new vision of participatory and democratic management, you are requested to complete the accompanying questionnaire in order to assist in the design of such a model of management development.

I hereby assure you that the information gathered through this questionnaire will be treated absolutely confidential and anonymous and will not be used in any report relating to this research.

Please complete the questionnaire and hand it to your contact person as soon as you possibly can.

Allow me to thank you in advance for your co-operation for completing the questionnaire.

Yours faithfully

M.I. Xaba

1.0	<b>THE QUALITY DEVELOPMENT AND TRANSFORMATION PROCESS</b>	
1.1	<b>Leadership</b>	VW W S VS
1.1.1	<b>The principal and senior staff display leadership in management</b>	
1.1.1.1	The principal and management team show wide knowledge and professional competence	
1.1.1.2	The principal and management team carry out planning and decision-making effectively	
1.1.1.3	The principal and management team show skill in directing staff, delegating and monitoring	
1.1.1.4	The principal and management team maintain good relations with other staff and learners	
1.1.1.5	The principal and management team are approachable, listen to people, and act fairly	
1.1.1.6	The principal and management team give recognition to good work personally and publicly	
1.0	<b>THE QUALITY DEVELOPMENT AND TRANSFORMATION PROCESS</b>	
1.1	<b>Leadership</b>	VW W S VS
1.1.2	<b>Heads of departments display curricular leadership</b>	
1.1.2.1	Heads of department lead educators in professional matters regarding learning areas and classes	
1.1.2.2	Heads of department promote the learning area's value in learners' lives and in their interests	
1.1.2.3	Heads of department involve the departmental team in good administration in learning areas	
1.1.2.4	Heads of department encourage educators to take a pride in their work	
1.1.2.5	Heads of department encourage team work in each learning area	
1.1.2.6	Heads of department ensure learning area values are communicated to parents in simple terms	
1.0	<b>THE QUALITY DEVELOPMENT AND TRANSFORMATION PROCESS</b>	
1.2	<b>Vision, mission and aims</b>	VW W S VS
1.2.1	<b>The principal develops the vision for the school with the governing body</b>	
1.2.1.1	The principal has a professional vision of the school's purpose and how to realise it	
1.2.1.2	The vision links the school's history to current education priorities and national policy	
1.2.1.3	The principal inspires governing body, staff, parents and learners with the vision	
1.2.1.4	Governing body staff, parents and learners contribute to the vision	
1.2.1.5	The principal encourages ownership of the vision by the whole school community	
1.2.1.6	The vision is expressed in a mission statement adopted by the governing body	
1.0	<b>THE QUALITY DEVELOPMENT AND TRANSFORMATION PROCESS</b>	
1.2	<b>Vision, mission and aims</b>	VW W S VS
1.2.2	<b>The principal and management team lead in communicating the vision and mission</b>	
1.2.2.1	Principal and management team show by their attitudes that they subscribe to the mission	
1.2.2.2	The principal and management team tackle current issues by relating them to the mission	
1.2.2.3	Achieving the mission is a standing theme on the senior management team agenda	
1.2.2.4	The principal ensures that support staff see the mission's relevance to their work	
1.2.2.5	The principal ensures the mission is communicated to external institutions / organisations	
1.2.2.6	The principal and management team visit classes and activities to reinforce the mission	
1.0	<b>THE QUALITY DEVELOPMENT AND TRANSFORMATION PROCESS</b>	
1.2	<b>Vision, mission and aims</b>	VW W S VS
1.2.3	<b>Aims are established by the school</b>	
1.2.3.1	School aims arise from the vision of the purpose of the school	
1.2.3.2	Aims are related to the desired outcomes of the educational experience	
1.2.3.3	Aims cover intellectual, spiritual, moral, physical, social and cultural development	
1.2.3.4	Aims focus on a curriculum supported by high standards of teaching and learning	
1.2.3.5	Aims include a high level of guidance and care for learners	
1.2.3.6	Aims reflect responsiveness to the needs of parents, learners, community	

1.0	<b>THE QUALITY DEVELOPMENT AND TRANSFORMATION PROCESS</b>				
1.3	<b>Transformation and change</b>		VW	W	S VS
1.3.1	<b>The transformation process reflects the education department vision</b>				
1.3.1.1	The school has developed plans to provide greater access to education				
1.3.1.2	Redress of past injustices is embedded in school processes				
1.3.1.3	All school processes are directed towards equity and opportunity				
1.3.1.4	Accountability to all stakeholders governs all processes				
1.3.1.5	The school ensures that all management processes are transparent				
1.3.1.6	The transformation process is directed towards quality improvement				
1.0	<b>THE QUALITY DEVELOPMENT AND TRANSFORMATION PROCESS</b>				
1.3	<b>Transformation and change</b>		VW	W	S VS
1.3.2	<b>The transformation process is based on a commitment to change</b>				
1.3.2.1	All staff accept that the change process involves changing attitudes				
1.3.2.2	Developing new competences is acknowledged as a prerequisite for change				
1.3.2.3	Change is accepted at both whole-school and individual level				
1.3.2.4	Change is introduced in a democratic manner				
1.3.2.5	All staff try to achieve change through consensus and agreement				
1.3.2.6	All staff implement change to improve quality and not for its own sake				
1.0	<b>THE QUALITY DEVELOPMENT AND TRANSFORMATION PROCESS</b>				
1.3	<b>Transformation and change</b>		VW	W	S VS
1.3.3	<b>The transformation process reflects the school vision and mission</b>				
1.3.3.1	Change is undertaken as a direct response to vision and mission				
1.3.3.2	Change is implemented within realistic and manageable timescales				
1.3.3.3	Change is implemented following identification of priorities				
1.3.3.4	Priorities for change are identified through school self-evaluation and review				
1.3.3.5	The school identifies priorities for change in consultation with stakeholders				
1.3.3.6	Prioritisation takes account of the restrictions of scarce resources				
1.0	<b>THE QUALITY DEVELOPMENT AND TRANSFORMATION PROCESS</b>				
1.4	<b>Planning, policy and procedures</b>		VW	W	S VS
1.4.1	<b>School aims are developed into policies</b>				
1.4.1.1	School aims and needs are used as the framework for the development of policies				
1.4.1.2	Policies state what the school does or intends to do to realise aims and needs				
1.4.1.3	Policies are framed as statements of principle rather than detailed procedures				
1.4.1.4	School policies are statements of what the school believes can actually be achieved				
1.4.1.5	Governing body and stakeholders participate in formulating policy statements				
1.4.1.6	Policy statements are as short, concise and simple as possible				
1.0	<b>THE QUALITY DEVELOPMENT AND TRANSFORMATION PROCESS</b>				
1.4	<b>Planning, policy and procedures</b>		VW	W	S VS
1.4.2	<b>Policies are translated into action plans or procedures</b>				
1.4.2.1	Procedures are framed to implement a policy and not for their own sake				
1.4.2.2	Each procedure has a section on its purpose, linking it to a policy to clarify its use				
1.4.2.3	Each procedure has a scope section describing precisely when it should be used				
1.4.2.4	Procedures specify the person with responsibility and who will carry out each step				
1.4.2.5	Procedures include observable features which can constitute quality records				
1.4.2.6	Where one procedure is linked to another, cross-references are made				

<b>1.0</b>	<b>THE QUALITY DEVELOPMENT AND TRANSFORMATION PROCESS</b>	
<b>1.4</b>	<b>Planning, policy and procedures</b>	<b>VW W S VS</b>
<b>1.4.3</b>	<b>The development plan is prepared</b>	.....
1.4.3.1	The plan provides a comprehensive approach to all aspects of school planning	.....
1.4.3.2	The plan is based on school aims and needs, local / national priorities and self-evaluation	.....
1.4.3.3	The plan involves school audit and takes account of developments in progress	.....
1.4.3.4	The plan takes account of any recent school reviews or external evaluation	.....
1.4.3.5	The plan is prepared with full involvement of relevant stakeholders	.....
1.4.3.6	The plan includes aims, targets, success criteria, timescales, resource / finance allocation	.....

<b>1.0</b>	<b>THE QUALITY DEVELOPMENT AND TRANSFORMATION PROCESS</b>	
<b>1.4</b>	<b>Planning, policy and procedures</b>	<b>VW W S VS</b>
<b>1.4.4</b>	<b>The development plan is based on school audit and self-evaluation</b>	.....
1.4.4.1	School audit is used to describe performance in relation to aims	.....
1.4.4.2	Audit is used to identify areas for consolidation and improvement	.....
1.4.4.3	General school audit takes account of aims and practice in all strategic issue areas	.....
1.4.4.4	Audit includes the views of governing body, staff, parents, learners, external organisations	.....
1.4.4.5	Annual audit includes a review of the curricular provision and the use of resources	.....
1.4.4.6	Annual audit focuses on relevant strategic issues and quality pointers in varying detail	.....

<b>1.0</b>	<b>THE QUALITY DEVELOPMENT AND TRANSFORMATION PROCESS</b>	
<b>1.5</b>	<b>Communication strategies</b>	<b>VW W S VS</b>
<b>1.5.1</b>	<b>The school has developed an effective communications strategy</b>	.....
1.5.1.1	A member of the management team takes responsibility for public relations	.....
1.5.1.2	Communications strategy identifies stakeholders and other audiences for communication	.....
1.5.1.3	Stakeholders are consulted on their requirements for communication	.....
1.5.1.4	The languages of stakeholders are identified for communication purposes	.....
1.5.1.5	The literacy levels of stakeholders are considered in the communications strategy	.....
1.5.1.6	Communications strategy takes account of the school's budgetary resources	.....

<b>1.0</b>	<b>THE QUALITY DEVELOPMENT AND TRANSFORMATION PROCESS</b>	
<b>1.5</b>	<b>Communication strategies</b>	<b>VW W S VS</b>
<b>1.5.2</b>	<b>The school has identified the topics and issues to be communicated</b>	.....
1.5.2.1	The mission statement is published as required by the Schools Act	.....
1.5.2.2	The annual financial statement is published as required by the Schools Act	.....
1.5.2.3	The code of conduct is communicated to all appropriate stakeholders	.....
1.5.2.4	School policies and procedures are communicated appropriately to stakeholders	.....
1.5.2.5	The proceedings of the governing body are communicated to stakeholders	.....
1.5.2.6	School events, activities and achievements are publicised	.....

<b>1.0</b>	<b>THE QUALITY DEVELOPMENT AND TRANSFORMATION PROCESS</b>	
<b>1.5</b>	<b>Communication strategies</b>	<b>VW W S VS</b>
<b>1.5.3</b>	<b>The school has identified appropriate forms of communication</b>	.....
1.5.3.1	A school prospectus is published in a form appropriate to resources	.....
1.5.3.2	Newsletters, brochures and pamphlets are published where resources permit	.....
1.5.3.3	Forums and meetings are arranged in school and elsewhere	.....
1.5.3.4	Open days, visits, parents' workshops and other events are arranged	.....
1.5.3.5	The school contributes to publicity ventures by the department of education	.....
1.5.3.6	Use is made of local radio, TV, newspapers and other organs of communication	.....

1.0	<b>THE QUALITY DEVELOPMENT AND TRANSFORMATION PROCESS</b>	
1.5	<b>Communication strategies</b>	VW W S VS
1.5.4	<b>The policy manual sets out the aims and policies adopted by the governing body</b>	
1.5.4.1	The policy manual includes the mission statement adopted by the governing body	
1.5.4.2	The policy manual includes the constitution adopted by the governing body	
1.5.4.3	The policy manual states the admissions policy adopted by the governing body	
1.5.4.4	The policy manual includes the language policy determined by the governing body	
1.5.4.5	The policy manual includes the governing body's policy on religious observance	
1.5.4.6	The policy manual contains the governing body's policy on school fees	
1.0	<b>THE QUALITY DEVELOPMENT AND TRANSFORMATION PROCESS</b>	
1.5	<b>Communication strategies</b>	VW W S VS
1.5.5	<b>The policy manual outlines the administrative procedures</b>	
1.5.5.1	The policy manual gives names of governing body and all staff	
1.5.5.2	The policy manual sets out the school times as decided by the governing body	
1.5.5.3	The policy manual outlines the code of conduct and sanctions agreed by the governing body	
1.5.5.4	The policy manual outlines school policy on dress / uniform agreed by the governing body	
1.5.5.5	The policy manual outlines criteria for bursaries, grants and other forms of assistance	
1.5.5.6	The policy manual includes the safety policy file	
1.0	<b>THE QUALITY DEVELOPMENT AND TRANSFORMATION PROCESS</b>	
1.5	<b>Communication strategies</b>	VW W S VS
1.5.6	<b>The policy manual is prepared in a participative manner</b>	
1.5.6.1	All relevant stakeholders are enabled to contribute to the policy manual	
1.5.6.2	The policy manual is subject to consultation before publication and before review	
1.5.6.3	Learners currently in school are given a role in the preparation of the policy manual	
1.5.6.4	Associated agencies are invited to outline their role in the school for the policy manual	
1.5.6.5	The policy manual is reviewed and up-dated in consultation with the governing body	
1.5.6.6	Relevant stakeholders are consulted when the policy manual is being reviewed	
1.0	<b>THE QUALITY DEVELOPMENT AND TRANSFORMATION PROCESS</b>	
1.6	<b>Self-evaluation: monitoring and evaluation of policies</b>	VW W S VS
1.6.1	<b>The school monitors policy and development plan implementation</b>	
1.6.1.1	There is a structure for monitoring policies and development plan implementation	
1.6.1.2	Monitoring is regarded as a normal aspect of the school's work involving all stakeholders	
1.6.1.3	Monitoring is based on aims, targets, success criteria, timescales and budget outcome	
1.6.1.4	Monitoring includes observation, discussion, scrutiny of documents, surveys	
1.6.1.5	Statistical information is used to support monitoring	
1.6.1.6	Monitoring includes comparing the school's policies with those of similar schools	
1.0	<b>THE QUALITY DEVELOPMENT AND TRANSFORMATION PROCESS</b>	
1.6	<b>Self-evaluation: monitoring and evaluation of policies</b>	VW W S VS
1.6.2	<b>Staff scanning indicators are used to support monitoring</b>	
1.6.2.1	Staff establishment numbers compared to roll are monitored	
1.6.2.2	Learner / educator, learner / support staff and learner / educator contact ratios are monitored	
1.6.2.3	Teaching staff composition is monitored in relation to curriculum needs	
1.6.2.4	Support staff composition is monitored in relation to curriculum needs	
1.6.2.5	Staff numbers and costs are monitored in relation to school budget	
1.6.2.6	Promoted staff structure is monitored in relation to curricular and care aims	

1.0	<b>THE QUALITY DEVELOPMENT AND TRANSFORMATION PROCESS</b>	
1.6	<b>Self-evaluation: monitoring and evaluation of policies</b>	VW W S VS
1.6.3	<b>Academic scanning indicators are used to support monitoring</b>	
1.6.3.1	Assessment results are analysed at all stages, taking account of prior attainment	
1.6.3.2	Analysis of national examination results is undertaken	
1.6.3.3	Analysis of any special examination results is undertaken	
1.6.3.4	Analysis of assessment results of any vocational courses is undertaken	
1.6.3.5	Analyses compare school performance with national norms and similar schools	
1.6.3.6	Analyses include socio-economic background, sex and ethnic balance	
1.0	<b>THE QUALITY DEVELOPMENT AND TRANSFORMATION PROCESS</b>	
1.6	<b>Self-evaluation: monitoring and evaluation of policies</b>	VW W S VS
1.6.4	<b>Social scanning indicators are used to support monitoring</b>	
1.6.4.1	School composition (roll, sex / ethnic balance ) is analysed	
1.6.4.2	Socioeconomic circumstances of the catchment area (eg free meals) are analysed	
1.6.4.3	Attendance (including approved / unapproved absence) and exclusions are analysed	
1.6.4.4	The number of learners known to be involved in criminal activities is monitored	
1.6.4.5	Post-school destinations are analysed	
1.6.4.6	Home circumstances (second language, single parent, disabilities etc) are analysed	
1.0	<b>THE QUALITY DEVELOPMENT AND TRANSFORMATION PROCESS</b>	
1.6	<b>Self-evaluation: monitoring and evaluation of policies</b>	VW W S VS
1.6.5	<b>Financial scanning indicators are used to support monitoring</b>	
1.6.5.1	The school budget is analysed in terms of school curricular and care aims	
1.6.5.2	Employee budget heads are monitored with special reference to supply staff costs	
1.6.5.3	Premises budget heads are monitored with special reference to energy costs	
1.6.5.4	Supplies / services budget heads are monitored with reference to consumables	
1.6.5.5	Income heads are monitored with special reference to letting charges and costs	
1.6.5.6	All staff are involved in budgetary control and have access to budgetary reports	
1.0	<b>THE QUALITY DEVELOPMENT AND TRANSFORMATION PROCESS</b>	
1.6	<b>Self-evaluation: monitoring and evaluation of policies</b>	VW W S VS
1.6.6	<b>Self-evaluation takes place</b>	
1.6.6.1	Self-evaluation is directly related to aims, policies and job descriptions	
1.6.6.2	Self-evaluation policy is formed in consultation and is then disseminated to staff	
1.6.6.3	Use is made of self-evaluation materials produced locally and nationally	
1.6.6.4	Self-evaluation takes place in an atmosphere of trust and support	
1.6.6.5	Self-evaluation includes feedback from staff, learner, parental and other surveys	
1.6.6.6	Self-evaluation informs decision-making and policy-making in the development plan	
1.0	<b>THE QUALITY DEVELOPMENT AND TRANSFORMATION PROCESS</b>	
1.6	<b>Self-evaluation: monitoring and evaluation of policies</b>	VW W S VS
1.6.7	<b>There are procedures for dealing with complaints</b>	
1.6.7.1	A written procedure is prepared for dealing with complaints	
1.6.7.2	Responsibilities for dealing with complaints are allocated and are known to all stakeholders	
1.6.7.3	A record is kept of each complaint, who dealt with it and what was the outcome	
1.6.7.4	Parents are informed of the procedure for making a complaint	
1.6.7.5	Complaints are always investigated and the complainant informed of the outcome	
1.6.7.6	Complaints about educators are investigated without prejudicing discipline processes	

2.0	<b>THE SCHOOL CURRICULUM</b>	
2.1	<b>Curriculum planning</b>	VW W S VS
2.1.1	<b>The school has a comprehensive curriculum policy</b>	.....
2.1.1.1	The governing body sets the curriculum according to national and provincial guidelines	.....
2.1.1.2	The curriculum policy is guided by the aims and mission statement of the school	.....
2.1.1.3	The curriculum supports full delivery of the national and provincial curriculum	.....
2.1.1.4	The curriculum policy ensures that provision is made for all learners of all abilities	.....
2.1.1.5	The curriculum policy includes a description of the assessment scheme	.....
2.1.1.6	A summary of curriculum policy is included in school and departmental policy manuals	.....
2.0	<b>THE SCHOOL CURRICULUM</b>	
2.1	<b>Curriculum planning</b>	VW W S VS
2.1.2	<b>The curriculum reflects national and provincial policy on breadth and balance</b>	.....
2.1.2.1	Courses / time allocations for learning programmes reflect national and provincial guidelines	.....
2.1.2.2	The FET school curriculum offers choice including technical college courses	.....
2.1.2.3	National and provincial academic courses are included with vocational courses	.....
2.1.2.4	The curriculum is in alignment with the NQF	.....
2.1.2.5	Learning programmes reflect breadth and balance in line with national and provincial policy	.....
2.1.2.6	Cross-curricular aspects are included in all courses and learning programmes	.....
2.0	<b>THE SCHOOL CURRICULUM</b>	
2.1	<b>Curriculum planning</b>	VW W S VS
2.1.3	<b>All learning area courses reflect national guidelines</b>	.....
2.1.3.1	All courses cover the appropriate national and provincial curriculum outcomes	.....
2.1.3.2	All courses include national / provincial curriculum learning programmes	.....
2.1.3.3	National / provincial guidelines are observed at post-compulsory FET Band	.....
2.1.3.4	Practical, project and investigative work is offered as specified in learning area guidelines	.....
2.1.3.5	RE provision meets statutory requirements, reflecting national and provincial guidelines	.....
2.1.3.6	The curriculum reflects the richness of our multi-cultural society	.....
2.0	<b>THE SCHOOL CURRICULUM</b>	
2.1	<b>Curriculum planning</b>	VW W S VS
2.1.4	<b>All learning area courses provide continuity and progression</b>	.....
2.1.4.1	There are clear curricular links between final year senior phase and first year FET Band	.....
2.1.4.2	Guidelines on continuity and progression are provided in each learning area	.....
2.1.4.3	Continuity and progression are demonstrable features of all learning programmes	.....
2.1.4.4	Pace of work reflects national guidelines, learner needs and achievement outcomes	.....
2.1.4.5	Staff ensure there is no significant duplication / omission in learning programmes	.....
2.1.4.6	Learning programmes cater for the needs of the less able and the very able	.....
2.0	<b>THE SCHOOL CURRICULUM</b>	
2.1	<b>Curriculum planning</b>	VW W S VS
2.1.5	<b>The timetable ensures the curriculum is delivered efficiently</b>	.....
2.1.5.1	The timetable is based on an analysis of the curriculum and staffing structures	.....
2.1.5.2	The timetable makes efficient use of facilities	.....
2.1.5.3	The timetable allows the provision of a broad and balanced curriculum for all learners	.....
2.1.5.4	The timetable achieves a balance in the curriculum between choice and efficiency	.....
2.1.5.5	The timetable includes flexibility for curricular visits	.....
2.1.5.6	The timetable provides for necessary management time for staff	.....

2.0	<b>THE SCHOOL CURRICULUM</b>	
2.1	<b>Curriculum planning</b>	VW W S VS
2.1.6	<b>Curriculum development is undertaken in each learning area</b>	.....
2.1.6.1	The LAC coordinator / relevant HOD coordinates curriculum development across the school	.....
2.1.6.2	LAC coordinator / relevant HOD leads the process of curriculum development	.....
2.1.6.3	Information about local and national curriculum development is circulated and workshopped	.....
2.1.6.4	Curriculum development is consistent with the school development plan	.....
2.1.6.5	Staff are informed of in-service opportunities (learning area-specific and cross-curricular)	.....
2.1.6.6	Time is allocated within in-service training time for curriculum development	.....
2.0	<b>THE SCHOOL CURRICULUM</b>	
2.2	<b>Learning areas and learning programmes</b>	VW W S VS
2.2.1	<b>National / provincial guidelines are followed in the language of instruction</b>	.....
2.2.1.1	Learning programmes include specific outcomes for listening	.....
2.2.1.2	Learning programmes include specific outcomes for talking and speaking	.....
2.2.1.3	Learning programmes include specific outcomes for reading	.....
2.2.1.4	Learning programmes include specific outcomes for writing	.....
2.2.1.5	Learning programmes include specific outcomes for spelling, handwriting and presentation	.....
2.2.1.6	Assessment, recording and reporting guidelines in the language of instruction are followed	.....
2.0	<b>THE SCHOOL CURRICULUM</b>	
2.2	<b>Learning areas and learning programmes</b>	VW W S VS
2.2.2	<b>National / provincial guidelines are followed in other approved languages</b>	.....
2.2.2.1	Learning programmes include specific outcomes for listening in the target language	.....
2.2.2.2	Learning programmes include specific outcomes for speaking in the target language	.....
2.2.2.3	Learning programmes include specific outcomes for reading in the target language	.....
2.2.2.4	Learning programmes include specific outcomes for writing in the target language	.....
2.2.2.5	Issues such as computers, knowledge about language, special needs are considered	.....
2.2.2.6	Assessment, recording and reporting guidelines in other approved languages are followed	.....
2.0	<b>THE SCHOOL CURRICULUM</b>	
2.2	<b>Learning areas and learning programmes</b>	VW W S VS
2.2.3	<b>National / provincial guidelines are followed in human and social sciences</b>	.....
2.2.3.1	Learning programmes include specific outcomes for knowledge, skills and attitudes	.....
2.2.3.2	Learning programmes include specific outcomes for describing / explaining cause and effect	.....
2.2.3.3	Learning programmes include specific outcomes for interpretations of phenomena	.....
2.2.3.4	Learning programmes include the use of source material and the use of judgment	.....
2.2.3.5	Learning programmes include performance indicators in national and provincial guidelines	.....
2.2.3.6	Assessment, recording and reporting guidelines in human and social sciences are followed	.....
2.0	<b>THE SCHOOL CURRICULUM</b>	
2.2	<b>Learning areas and learning programmes</b>	VW W S VS
2.2.4	<b>National / provincial guidelines are followed in economic and management sciences</b>	.....
2.2.4.1	Learning programmes have entrepreneurial activities, production, economic empowerment	.....
2.2.4.2	Learning programmes include critical analysis of economic and financial data	.....
2.2.4.3	Learning programmes evaluate economic systems to show principles of supply and demand	.....
2.2.4.4	Learning programmes demonstrate managerial expertise and administrative proficiency	.....
2.2.4.5	Learning programmes evaluate the interrelationships between economic / other environments	.....
2.2.4.6	Assessment, recording, reporting guidelines in economic / management sciences are followed	.....

2.0	<b>THE SCHOOL CURRICULUM</b>				
2.2	<b>Learning areas and learning programmes</b>		VW	W	S VS
2.2.5	<b>National / provincial guidelines are followed in mathematical learning areas</b>				
2.2.5.1	Learning programmes include applying mathematics: reasoning, logic and proof				
2.2.5.2	Learning programmes include number: use, estimation, approximation, measurement				
2.2.5.3	Learning programmes include algebra: relationships, formulae, equations, graphics				
2.2.5.4	Learning programmes include shape and space: shape, location, movement, measures				
2.2.5.5	Learning programmes include handling data: collecting, processing, interpreting				
2.2.5.6	Assessment, recording and reporting in all mathematics learning areas are followed				
2.0	<b>THE SCHOOL CURRICULUM</b>				
2.2	<b>Learning areas and learning programmes</b>		VW	W	S VS
2.2.6	<b>National / provincial guidelines are followed in natural sciences</b>				
2.2.6.1	Learning programmes include scientific investigation and the associated skills				
2.2.6.2	Learning programmes include life and living processes				
2.2.6.3	Learning programmes include matter and materials and their properties				
2.2.6.4	Learning programmes include physical processes				
2.2.6.5	Hypothesis, observation, measurement, interpretation, evaluation are included				
2.2.6.6	Assessment, recording and reporting guidelines in natural science are followed				
2.0	<b>THE SCHOOL CURRICULUM</b>				
2.2	<b>Learning areas and learning programmes</b>		VW	W	S VS
2.2.7	<b>National / provincial guidelines are followed in technology</b>				
2.2.7.1	Learning programmes include identifying needs and opportunities				
2.2.7.2	Learning programmes include generating a design				
2.2.7.3	Learning programmes include planning and making				
2.2.7.4	Learning programmes include evaluating the outcomes of one's own work				
2.2.7.5	Learning programmes include information technology capability				
2.2.7.6	Assessment, recording and reporting guidelines in technology are followed				
2.0	<b>THE SCHOOL CURRICULUM</b>				
2.2	<b>Learning areas and learning programmes</b>		VW	W	S VS
2.2.8	<b>National / provincial guidelines are followed in arts and culture</b>				
2.2.8.1	Learning programmes include the ability to make, recreate and invent meaning				
2.2.8.2	Learning programmes include the specific use of innovation, creativity and resourcefulness				
2.2.8.3	Learning programmes include effective expression, communication and interaction with others				
2.2.8.4	Learning programmes include an understanding and appreciation of our rich and diverse culture				
2.2.8.5	Learning programmes include career skills and income-generating opportunities				
2.2.8.6	Assessment, recording and reporting guidelines in arts and culture are followed				
2.0	<b>THE SCHOOL CURRICULUM</b>				
2.2	<b>Learning areas and learning programmes</b>		VW	W	S VS
2.2.9	<b>National / provincial guidelines are followed in life orientation</b>				
2.2.9.1	Learning programmes demonstrate value and respect for human rights				
2.2.9.2	Learning programmes offer practice in acquired life and decision-making skills				
2.2.9.3	Learning programmes include activities demonstrating human movement and development				
2.2.9.4	Learning programmes include values / attitudes necessary for a healthy and balanced lifestyle				
2.2.9.5	Learning programmes access career and other opportunities				
2.2.9.6	Assessment, recording and reporting guidelines in life orientation are followed				

2.0	<b>THE SCHOOL CURRICULUM</b>	
2.3	<b>Cross-curricular issues and core skills</b>	VW W S VS
2.3.1	<b>The curriculum includes a wide range of cross-curricular themes</b>	.....
2.3.1.1	All learning areas include basic skills (eg English, mathematics, reading, writing, spelling)	.....
2.3.1.2	Health, safety and sexuality education are planned on a cross-curricular basis	.....
2.3.1.3	Citizenship is included as a cross-curricular issue	.....
2.3.1.4	Economic and industrial understanding are included as cross-curricular issues	.....
2.3.1.5	All educators accept responsibility for teaching study and reference skills	.....
2.3.1.6	Environmental issues are presented on a cross-curricular basis	.....
2.0	<b>THE SCHOOL CURRICULUM</b>	
2.3	<b>Cross-curricular issues and core skills</b>	VW W S VS
2.3.2	<b>Aspects of adult and working life are included in the curriculum</b>	.....
2.3.2.1	Each learning area contains material related to the world of work	.....
2.3.2.2	Skills such as interviewing, problem solving, reporting, summarising, are taught	.....
2.3.2.3	Classroom displays include material linking the curriculum to the world of work	.....
2.3.2.4	Learning areas include markets, human resources, income / expenditure, goods and services	.....
2.3.2.5	Economic ventures, such as mini-enterprise, tuck shop, book shop are established	.....
2.3.2.6	Economic life-skills, such as home budgeting, tax and investment are taught	.....
2.0	<b>THE SCHOOL CURRICULUM</b>	
2.3	<b>Cross-curricular issues and core skills</b>	VW W S VS
2.3.3	<b>Information technology is covered as a cross-curricular skill</b>	.....
2.3.3.1	Word processing skills are taught and practised in a variety of learning areas	.....
2.3.3.2	Using database techniques is encouraged in all learning areas and learning programmes	.....
2.3.3.3	Learners are taught and encouraged to use spreadsheets for data handling	.....
2.3.3.4	All educators teach and encourage the practice of information retrieval techniques	.....
2.3.3.5	The resource centre staff assist learners in developing information retrieval skills	.....
2.3.3.6	LACs cooperate to maximise integration in the development of IT skills	.....
2.0	<b>THE SCHOOL CURRICULUM</b>	
2.3	<b>Cross-curricular issues and core skills</b>	VW W S VS
2.3.4	<b>Support is given to non-specialist teachers of religious education</b>	.....
2.3.4.1	Where RE is taught by educators of other learning areas, a structure exists for coordination	.....
2.3.4.2	The RE specialist / coordinator provides materials for use by non-specialist educators	.....
2.3.4.3	In-service support is arranged for non-specialist educators of RE	.....
2.3.4.4	Heads of department ensure educators are supported in RE work	.....
2.3.4.5	The RE specialist / coordinator visits the classes of non-specialist educators to assist	.....
2.3.4.6	Appropriate time is allocated to non-specialist educators for RE preparation	.....
2.0	<b>THE SCHOOL CURRICULUM</b>	
2.3	<b>Cross-curricular issues and core skills</b>	VW W S VS
2.3.5	<b>The spiritual dimension is treated as a cross-curricular issue</b>	.....
2.3.5.1	The spiritual dimension in the curriculum is coordinated across learning areas	.....
2.3.5.2	RE is linked to the health, safety and sexuality in education programmes	.....
2.3.5.3	The guidance programme is coordinated with the RE programme	.....
2.3.5.4	All learning areas plan the cross-curricular aspects of the spiritual dimension	.....
2.3.5.5	Primary-secondary liaison on curricular matters includes the spiritual dimension	.....
2.3.5.6	The spiritual dimension is included in in-service training on cross-curricular issues	.....

2.0	<b>THE SCHOOL CURRICULUM</b>	
2.4	<b>Curriculum for adult and working life</b>	VW W S VS
2.4.1	<b>School / industry liaison is established</b>	
2.4.1.1	A staff member has responsibility for school / industry liaison and workplace visits	
2.4.1.2	The school keeps a list of suitable establishments willing to accept learners on visits	
2.4.1.3	Educators make visits to workplaces to widen experience and arrange for learners' visits	
2.4.1.4	Visits and talks by people from working environments are encouraged	
2.4.1.5	Learners are encouraged to undertake projects and studies following visits	
2.4.1.6	Local and national initiatives such as open days, careers conferences are supported	
2.0	<b>THE SCHOOL CURRICULUM</b>	
2.4	<b>Curriculum for adult and working life</b>	VW W S VS
2.4.2	<b>The school has a structured careers programme</b>	
2.4.2.1	A management team member liaises with the careers service and guidance staff	
2.4.2.2	Learners at all stages are given regular and appropriate careers education	
2.4.2.3	Careers advice is available at the various times of focus choice	
2.4.2.4	A careers interview programme is arranged with the guidance educator for all learners	
2.4.2.5	Information on learners is compiled by the guidance educator prior to careers interviews	
2.4.2.6	Written reports on careers interviews are kept at the school	
2.0	<b>THE SCHOOL CURRICULUM</b>	
2.4	<b>Curriculum for adult and working life</b>	VW W S VS
2.4.3	<b>Learners have ready access to information about careers</b>	
2.4.3.1	Up-to-date careers information is maintained and is accessible to learners outside class time	
2.4.3.2	Information technology is used to give learners access to information on careers	
2.4.3.3	Information about careers is displayed in classrooms and social areas in the school	
2.4.3.4	The school resource centre stocks careers information	
2.4.3.5	Information about any post-school youth training opportunities is available	
2.4.3.6	Any post-school youth training opportunities notified to the school are publicised to pupils	
2.0	<b>THE SCHOOL CURRICULUM</b>	
2.4	<b>Curriculum for adult and working life</b>	VW W S VS
2.4.4	<b>A work experience programme is arranged for learners</b>	
2.4.4.1	A staff member is responsible for vetting / coordinating work experience places	
2.4.4.2	A register of potential placements is maintained with a record of previous use	
2.4.4.3	Placements are vetted for suitability and conformity to health and safety regulations	
2.4.4.4	National and provincial procedures for work experience are observed	
2.4.4.5	Learners are prepared for placement and are debriefed at the end of the period	
2.4.4.6	Staff visit a sample of learners during work experience placements	
2.0	<b>THE SCHOOL CURRICULUM</b>	
2.4	<b>Curriculum for adult and working life</b>	VW W S VS
2.4.5	<b>The school cooperates with employers in liaison projects for learners</b>	
2.4.5.1	Clear, realistic, achievable goals are agreed between school, college and employer	
2.4.5.2	A staff member liaises with relevant business organisations	
2.4.5.3	Records of achievement / learner action plans are kept in consultation with employers	
2.4.5.4	Punctual and regular attendance is encouraged and monitored as part of the project	
2.4.5.5	Parents are informed / consulted on the arrangements between school and employer	
2.4.5.6	The school ensures that any undertakings made by external agencies are honoured	

2.0	<b>THE SCHOOL CURRICULUM</b>	
2.5	<b>Curricular resources</b>	VW W S VS
2.5.1	<b>Resources are made available to support school aims</b>	
2.5.1.1	Priorities for resource provision reflect school aims and curricular policies	
2.5.1.2	A member of staff has responsibility for the management of curricular resources	
2.5.1.3	All resources, even if held in specific departments / classes, are available for use	
2.5.1.4	Staff are consulted on the selection and purchase of new resources	
2.5.1.5	Technological resources are used in all areas of the curriculum	
2.5.1.6	Departments inform each other of resource developments in their learning areas	
2.0	<b>THE SCHOOL CURRICULUM</b>	
2.5	<b>Curricular resources</b>	VW W S VS
2.5.2	<b>Resources match the age, needs and abilities of learners</b>	
2.5.2.1	Selection of resources takes into account the age, needs and abilities of learners	
2.5.2.2	Resources support various learning / teaching styles including independent learning	
2.5.2.3	Additional resources are available to support less able, disabled and very able learners	
2.5.2.4	The management team monitors use and effectiveness of resources according to learners' needs	
2.5.2.5	Any resources specified in a statement or record of needs are made available	
2.5.2.6	Resource provision is recognised as a key element in the school development plan	
2.0	<b>THE SCHOOL CURRICULUM</b>	
2.5	<b>Curricular resources</b>	VW W S VS
2.5.3	<b>External resource services are used where appropriate</b>	
2.5.3.1	Resources and facilities available from external agencies are known to staff	
2.5.3.2	External resource organisations are invited to mount displays in the school	
2.5.3.3	A member of staff coordinates the borrowing / return of external resources	
2.5.3.4	Advice is sought from external resource agencies on the organisation of resources	
2.5.3.5	External resource agencies contribute to school courses on study / information skills	
2.5.3.6	Arrangements for collection and return of borrowed materials are known to staff	
2.0	<b>THE SCHOOL CURRICULUM</b>	
2.5	<b>Curricular resources</b>	VW W S VS
2.5.4	<b>The use of cross-curricular resources is timetabled</b>	
2.5.4.1	Resources for cross-curricular topics are timetabled for availability	
2.5.4.2	Computers, OHPs, slide projectors, TVs / VCRs etc are timetabled for availability	
2.5.4.3	A management team member is responsible for arranging cross-curricular resource use	
2.5.4.4	A booking system allows staff (and, as appropriate, learners) to make use of resources	
2.5.4.5	A timetable of the regular booking of resources is copied to departments or classes	
2.5.4.6	The shared use of resources is monitored by the management team	
2.0	<b>THE SCHOOL CURRICULUM</b>	
2.5	<b>Curricular resources</b>	VW W S VS
2.5.5	<b>The school resource centre is used to support curricular and extra-curricular activities</b>	
2.5.5.1	The use of the resource centre is timetabled for use by departments and classes	
2.5.5.2	The resource centre is timetabled for informal use and borrowing by staff and learners	
2.5.5.3	The resource centre manager liaises with staff on its use in class and school activities	
2.5.5.4	Resource centre projects are incorporated into learning activities in all learning areas	
2.5.5.5	The resource centre is stocked with books / multi-media materials in consultation with staff	
2.5.5.6	The resource centre manager monitors the use of the centre and reports periodically to staff	

<b>3.0</b>	<b>ACADEMIC AND PERSONAL EMPOWERMENT FOR CITIZENSHIP</b>				
<b>3.1</b>	<b>Teaching and learning</b>		VW	W	S VS
<b>3.1.1</b>	<b>All teachers carry out their teaching professionally and efficiently</b>				
3.1.1.1	Educators follow departmental guidelines on topics, texts, materials and projects				
3.1.1.2	Classroom organisation and management is effectively performed				
3.1.1.3	Classroom resources are efficiently stored, easily accessible and prepared before class				
3.1.1.4	Classroom routines, rules and policy include good work habits agreed as school policy				
3.1.1.5	Planning enables learners to work independently as they develop the necessary skills				
3.1.1.6	All educators prepare forward plans and maintain a record of work				
<b>3.0</b>	<b>ACADEMIC AND PERSONAL EMPOWERMENT FOR CITIZENSHIP</b>				
<b>3.1</b>	<b>Teaching and learning</b>		VW	W	S VS
<b>3.1.2</b>	<b>Class work matches the needs of individual learners</b>				
3.1.2.1	Lesson objectives are prepared to match the abilities of all learners in the class				
3.1.2.2	Objectives include growth of knowledge, skills and understanding for all abilities				
3.1.2.3	Questions and assignments are varied to suit the needs of individual learners				
3.1.2.4	Core and extension materials are suited to the range of learner ability				
3.1.2.5	Enrichment experiences are provided specifically for very able / gifted learners				
3.1.2.6	Educators listen to and involve all learners in class, showing their contributions are valued				
<b>3.0</b>	<b>ACADEMIC AND PERSONAL EMPOWERMENT FOR CITIZENSHIP</b>				
<b>3.1</b>	<b>Teaching and learning</b>		VW	W	S VS
<b>3.1.3</b>	<b>Differentiation is a key feature of lesson planning and delivery</b>				
3.1.3.1	Planned differentiation determines the use of core and extension material				
3.1.3.2	Differentiation is employed in the preparation and use of worksheets / assignments				
3.1.3.3	Differentiation is evident in pace, targets and class grouping for activities and projects				
3.1.3.4	Educator-learner interaction, especially in questioning, reflects planned differentiation				
3.1.3.5	Differentiation is observable in the setting of homework to reflect individual needs				
3.1.3.6	Marking, assessment and feedback procedures reflect planned differentiation				
<b>3.0</b>	<b>ACADEMIC AND PERSONAL EMPOWERMENT FOR CITIZENSHIP</b>				
<b>3.1</b>	<b>Teaching and learning</b>		VW	W	S VS
<b>3.1.4</b>	<b>A variety of methods is used for learning and teaching</b>				
3.1.4.1	Educators use varied techniques such as expository, discursive and enquiry				
3.1.4.2	Learners are grouped appropriately for different types of learning activities				
3.1.4.3	Methodology encourages formulating / testing hypotheses and drawing conclusions				
3.1.4.4	The school library and libraries outside the school are used to support methodology				
3.1.4.5	Audio-visual aids such as TV, OHP, recordings and IT are used to support methodology				
3.1.4.6	Excursions and the use of "visiting specialists" support learning				
<b>3.0</b>	<b>ACADEMIC AND PERSONAL EMPOWERMENT FOR CITIZENSHIP</b>				
<b>3.1</b>	<b>Teaching and learning</b>		VW	W	S VS
<b>3.1.5</b>	<b>Homework is organised to support learning</b>				
3.1.5.1	Homework policy gives guidance on the setting and administration of homework				
3.1.5.2	Homework assignments include a varied range of activities				
3.1.5.3	Homework gives opportunities for independent learning				
3.1.5.4	Homework assignments include differentiation to suit learners' abilities, needs and interests				
3.1.5.5	Homework is timeously and helpfully marked, recorded and returned to learners				
3.1.5.6	Parents are encouraged to supervise learners and provide suitable study conditions				

<b>3.0</b>	<b>ACADEMIC AND PERSONAL EMPOWERMENT FOR CITIZENSHIP</b>	<b>VW W S VS</b>
<b>3.1</b>	<b>Teaching and learning</b>	
<b>3.1.6</b>	<b>Learners are encouraged to strive for high standards of achievement</b>	
3.1.6.1	Examples of well-presented work are used to encourage continuous improvement	.....
3.1.6.2	Planning, drafting and redrafting are stressed in all programmes of study	.....
3.1.6.3	Unsatisfactory work in terms of the ability of the learner is not accepted in that form	.....
3.1.6.4	Staff continually check their assessment of learners from deprived backgrounds	.....
3.1.6.5	Staff check their standards against those set in similar schools	.....
3.1.6.6	Staff give good example through high professional standards in and out of class	.....
<b>3.0</b>	<b>ACADEMIC AND PERSONAL EMPOWERMENT FOR CITIZENSHIP</b>	
<b>3.1</b>	<b>Teaching and learning</b>	<b>VW W S VS</b>
<b>3.1.7</b>	<b>Learners' school experience encourages lifelong learning</b>	
3.1.7.1	Class work is interesting and challenging to help learners find learning enjoyable	.....
3.1.7.2	Educators try to make their teaching style interesting, challenging and enjoyable	.....
3.1.7.3	Differentiation in class work challenges learners and enables them to enjoy success	.....
3.1.7.4	Extra-curricular activities help learners to see informal learning as a lifelong process	.....
3.1.7.5	Educators by their example encourage learners to see learning as a lifelong process	.....
3.1.7.6	Parents and others are invited to talk to learners about their post-school learning	.....
<b>3.0</b>	<b>ACADEMIC AND PERSONAL EMPOWERMENT FOR CITIZENSHIP</b>	
<b>3.1</b>	<b>Teaching and learning</b>	<b>VW W S VS</b>
<b>3.1.8</b>	<b>Learners are encouraged to learn independently</b>	
3.1.8.1	Activity approaches to learning encourage learners in independent learning	.....
3.1.8.2	Learners are taught study / research skills to foster independent and life-long learning	.....
3.1.8.3	All programmes of study give learners opportunity for individual and group research	.....
3.1.8.4	Open learning programmes are available in class and in the resource centre	.....
3.1.8.5	Learners are encouraged to use computers and IT in independent learning	.....
3.1.8.6	Homework is used as a means of extending independent learning	.....
<b>3.0</b>	<b>ACADEMIC AND PERSONAL EMPOWERMENT FOR CITIZENSHIP</b>	
<b>3.2</b>	<b>Assessment</b>	<b>VW W S VS</b>
<b>3.2.1</b>	<b>Learners' work is assessed efficiently</b>	
3.2.1.1	Assessment conforms to statutory, national, school and departmental policies	.....
3.2.1.2	Clear school guidelines are provided to standardise assessment procedures	.....
3.2.1.3	Educators regularly control and mark homework and class work	.....
3.2.1.4	Training is provided for staff on assessment procedures	.....
3.2.1.5	Learners are regularly informed of progress and attainment	.....
3.2.1.6	Parents are informed on assessment and get regular information on learner progress	.....
<b>3.0</b>	<b>ACADEMIC AND PERSONAL EMPOWERMENT FOR CITIZENSHIP</b>	
<b>3.2</b>	<b>Assessment</b>	<b>VW W S VS</b>
<b>3.2.2</b>	<b>Results of assessment are used to direct learning / teaching</b>	
3.2.2.1	School assessment guidelines contain advice on analysis / interpretation of results	.....
3.2.2.2	Results of tests and public examinations are analysed to establish trends	.....
3.2.2.3	Analyses are discussed with staff to ensure that implications are acted upon	.....
3.2.2.4	Changes in performance of individual learners are quickly detected and investigated	.....
3.2.2.5	Assessment is made of conscientious effort as well as attainment	.....
3.2.2.6	Assessments are discussed with learners to diagnose problems / encourage progress	.....

<b>3.0</b>	<b>ACADEMIC AND PERSONAL EMPOWERMENT FOR CITIZENSHIP</b>				
<b>3.2</b>	<b>Assessment</b>		VW	W	S VS
<b>3.2.3</b>	<b>Learner progress records and profiles are kept efficiently</b>				
3.2.3.1	Learning area and care / guidance staff maintain up-to-date records of learner progress				
3.2.3.2	Care / guidance staff are consulted where performance may reflect personal problems				
3.2.3.3	A central file is kept on each learner with procedures for updating known to staff				
3.2.3.4	The record or profile includes clear detail of learners' aptitudes and achievement				
3.2.3.5	Records include staff, parent and learner comment where appropriate				
3.2.3.6	Records are simple and informative, with a minimum of administrative workload				
<b>3.0</b>	<b>ACADEMIC AND PERSONAL EMPOWERMENT FOR CITIZENSHIP</b>				
<b>3.3</b>	<b>Guidance and care</b>		VW	W	S VS
<b>3.3.1</b>	<b>The school has a clear structure for care and guidance</b>				
3.3.1.1	A senior management team member is responsible for care / guidance				
3.3.1.2	Policy documents outline the school care and guidance philosophy				
3.3.1.3	Procedures outline administrative arrangements for guidance and care				
3.3.1.4	Care / guidance staff know their learners, their attainments, behaviour and background				
3.3.1.5	Regular meetings of guidance staff / year group guidance teams are timetabled				
3.3.1.6	Care / guidance policy is the subject of consultation with staff, parents and learners				
<b>3.0</b>	<b>ACADEMIC AND PERSONAL EMPOWERMENT FOR CITIZENSHIP</b>				
<b>3.3</b>	<b>Guidance and care</b>		VW	W	S VS
<b>3.3.2</b>	<b>Curricular guidance is provided for all learners</b>				
3.3.2.1	Curricular guidance is given to learners whenever a choice of learning areas has to be made				
3.3.2.2	Curricular guidance takes account of academic / personal information in learner profiles				
3.3.2.3	Parental views are taken into account in curricular guidance				
3.3.2.4	Curricular guidance takes account of the learner's aspirations and ability				
3.3.2.5	Curricular guidance takes account of the views of staff who know the learner				
3.3.2.6	Curricular guidance takes account of any views received from careers officers				
<b>3.0</b>	<b>ACADEMIC AND PERSONAL EMPOWERMENT FOR CITIZENSHIP</b>				
<b>3.3</b>	<b>Guidance and care</b>		VW	W	S VS
<b>3.3.3</b>	<b>Personal guidance and care are given to all learners</b>				
3.3.3.1	All teaching staff are enabled to take part in guidance provision, formally or informally				
3.3.3.2	Care / guidance staff have a meeting with each learner at least once a year				
3.3.3.3	Care / guidance staff act as sympathetic and approachable counsellors				
3.3.3.4	Learner profiling is coordinated by the management team, guidance and specialist staff				
3.3.3.5	Records of interviews are recorded and retained as part of the learner profile				
3.3.3.6	Care / guidance at classroom level operates with a special focus on attendance				
<b>3.0</b>	<b>ACADEMIC AND PERSONAL EMPOWERMENT FOR CITIZENSHIP</b>				
<b>3.3</b>	<b>Guidance and care</b>		VW	W	S VS
<b>3.3.4</b>	<b>Learners at risk are closely monitored by the school management team</b>				
3.3.4.1	The care / guidance system includes criteria for identifying learners who need support				
3.3.4.2	Contact is arranged for each learner needing support with a designated staff member				
3.3.4.3	The designated staff member consults other staff on the progress of learners at risk				
3.3.4.4	Staff are informed confidentially about learners in their charge identified as being at risk				
3.3.4.5	Learners' hygiene, safety, health or attendance problems are referred to the management team				
3.3.4.6	Care / guidance staff respond confidentially to problems by involving parents and care agencies				

<b>3.0</b>	<b>ACADEMIC AND PERSONAL EMPOWERMENT FOR CITIZENSHIP</b>				
<b>3.4</b>	<b>Spiritual and moral development</b>	VW	W	S	VS
<b>3.4.1</b>	<b>Religious education is provided for all learners</b>				
3.4.1.1	The RE syllabus is based on the current national and local guidelines				
3.4.1.2	Content, materials and methods are suited to the age, ability and readiness of learners				
3.4.1.3	The RE syllabus includes the full range of topics with an assessment scheme				
3.4.1.4	RE is integrated with the other learning areas of the curriculum				
3.4.1.5	RE in-service training is organised, using external institutions / organisations as appropriate				
3.4.1.6	RE is given appropriate resources: time allocation, finance, accommodation and staff				
<b>3.0</b>	<b>ACADEMIC AND PERSONAL EMPOWERMENT FOR CITIZENSHIP</b>				
<b>3.4</b>	<b>Spiritual and moral development</b>	VW	W	S	VS
<b>3.4.2</b>	<b>The school promotes the spiritual development of learners</b>				
3.4.2.1	The school assists learners to develop awareness of the spiritual aspect of human life				
3.4.2.2	The school consults with parents on the spiritual dimension of education				
3.4.2.3	The RE programme offers spiritual reflection and knowledge of different faiths / doctrines				
3.4.2.4	The RE programme articulates with social and moral education and guidance				
3.4.2.5	Assemblies offer spiritual reflection while respecting all faiths				
3.4.2.6	The curriculum helps all learners to search for a deeper meaning in the world				
<b>3.0</b>	<b>ACADEMIC AND PERSONAL EMPOWERMENT FOR CITIZENSHIP</b>				
<b>3.4</b>	<b>Spiritual and moral development</b>	VW	W	S	VS
<b>3.4.3</b>	<b>The school promotes the moral development of learners</b>				
3.4.3.1	The school assists learners to develop a system of personal moral values				
3.4.3.2	The school assists learners to understand the difference between right and wrong				
3.4.3.3	The school assists learners to respect persons, truth and property				
3.4.3.4	The school helps learners to develop a concern about how their actions affect others				
3.4.3.5	The school helps learners make responsible and reasoned judgments on moral issues				
3.4.3.6	The school promotes the development of personal moral behaviour				
<b>3.0</b>	<b>ACADEMIC AND PERSONAL EMPOWERMENT FOR CITIZENSHIP</b>				
<b>3.5</b>	<b>Social and cultural development</b>	VW	W	S	VS
<b>3.5.1</b>	<b>The social and cultural development of learners is promoted</b>				
3.5.1.1	Learners are given the opportunity to work cooperatively in the school community				
3.5.1.2	Learners are given the opportunity to take part in activities in the wider community				
3.5.1.3	The school helps learners to understand society through their role in family life				
3.5.1.4	The school helps learners to appreciate culture as the whole way of life of their nation				
3.5.1.5	Learners learn how various different communities have contributed to national culture				
3.5.1.6	Learners learn about their country's contribution to world culture				
<b>3.0</b>	<b>ACADEMIC AND PERSONAL EMPOWERMENT FOR CITIZENSHIP</b>				
<b>3.5</b>	<b>Social and cultural development</b>	VW	W	S	VS
<b>3.5.2</b>	<b>Learners are given assistance in developing personal relationships</b>				
3.5.2.1	The importance of forming personal relationships in life is emphasised				
3.5.2.2	The school has a policy on education in personal relationships				
3.5.2.3	The school's personal relationships programme is regarded as a care and cross-curricular issue				
3.5.2.4	A senior member of staff acts as coordinator of the personal relationships programme				
3.5.2.5	Personal relationships programmes link to health, sexuality education and addiction issues				
3.5.2.6	The personal relationships programme is discussed with parents and support agencies				

<b>3.0</b>	<b>ACADEMIC AND PERSONAL EMPOWERMENT FOR CITIZENSHIP</b>	
<b>3.6</b>	<b>Health, safety and sexuality education</b>	VW W S VS
<b>3.6.1</b>	<b>Health education is established as a cross-curricular learning area</b>	
3.6.1.1	School policy establishes the learning areas at each stage and the programmes to deliver them	
3.6.1.2	A health education matrix is produced to ensure continuity and avoid duplication	
3.6.1.3	The health education programme is discussed with parents and governing body	
3.6.1.4	External institutions / organisations advise on health education and participate as appropriate	
3.6.1.5	Health education resources are catalogued and available to all departments / classes	
3.6.1.6	A member of the management team has responsibility for health education	
<b>3.0</b>	<b>ACADEMIC AND PERSONAL EMPOWERMENT FOR CITIZENSHIP</b>	
<b>3.6</b>	<b>Health, safety and sexuality education</b>	VW W S VS
<b>3.6.2</b>	<b>The school has a policy on addiction</b>	
3.6.2.1	The school ensures that all learners are alerted to the dangers of addiction	
3.6.2.2	Policy on addiction includes drug, solvent, tobacco, alcohol abuse and gambling	
3.6.2.3	All staff are trained in identifying signs of drug, solvent and alcohol abuse / addiction	
3.6.2.4	Policy outlines action to be taken when abuse / addiction is detected or suspected	
3.6.2.5	The school liaises with external specialist agencies on abuse / addiction matters	
3.6.2.6	School policy on addiction is developed in consultation with governing body and parents	
<b>3.0</b>	<b>ACADEMIC AND PERSONAL EMPOWERMENT FOR CITIZENSHIP</b>	
<b>3.6</b>	<b>Health, safety and sexuality education</b>	VW W S VS
<b>3.6.3</b>	<b>The health education programme includes information on AIDS</b>	
3.6.3.1	AIDS information is given to all learners in a form appropriate to age and maturity	
3.6.3.2	AIDS information includes details of how the disease can and cannot be transmitted	
3.6.3.3	External specialist agencies are invited to contribute to AIDS education programmes	
3.6.3.4	AIDS education is linked to sexuality education	
3.6.3.5	AIDS education is set in the wider context of social, moral and cultural development	
3.6.3.6	AIDS education programme is discussed with parents	
<b>3.0</b>	<b>ACADEMIC AND PERSONAL EMPOWERMENT FOR CITIZENSHIP</b>	
<b>3.6</b>	<b>Health, safety and sexuality education</b>	VW W S VS
<b>3.6.4</b>	<b>A programme of sexuality education is provided</b>	
3.6.4.1	Sexuality education appropriate to age and maturity is provided for all learners	
3.6.4.2	Sexuality education is given to separate gender groups where appropriate	
3.6.4.3	The involvement and cooperation of the parents of learners in sexuality education is stressed	
3.6.4.4	Sexuality education takes account of the moral and ethical beliefs of learners and their parents	
3.6.4.5	External specialist institutions / organisations participate in sexuality education as appropriate	
3.6.4.6	Sexuality education and any resulting procedures is coordinated by a specially trained educator	
<b>3.0</b>	<b>ACADEMIC AND PERSONAL EMPOWERMENT FOR CITIZENSHIP</b>	
<b>3.7</b>	<b>Special educational needs and learning support</b>	VW W S VS
<b>3.7.1</b>	<b>The school has a policy on learners' special educational needs provision</b>	
3.7.1.1	LSEN policy sets out the aims of special educational needs provision in the school	
3.7.1.2	LSEN policy sets out the role and responsibilities of the LSEN coordinator	
3.7.1.3	LSEN policy sets out the administrative arrangements for special educational needs	
3.7.1.4	LSEN policy outlines the integration links between special and mainstream provision	
3.7.1.5	LSEN policy specifies teaching / support staff, resources and accommodation	
3.7.1.6	LSEN policy specifies the assessment, admission, monitoring and review procedures	

3.0	<b>ACADEMIC AND PERSONAL EMPOWERMENT FOR CITIZENSHIP</b>				
3.7	<b>Special educational needs and learning support</b>		VW	W	S VS
3.7.2	<b>Special educational needs policy supports a wide range of learners</b>				
3.7.2.1	Suitable LSEN provision is made for all learners with special needs				
3.7.2.2	Support in English as a second language (ESL) is available where required				
3.7.2.3	Support is provided for learners from informal settlements, where required				
3.7.2.4	Support is provided for learners who have been in hospital or residential placement				
3.7.2.5	Support is provided for institutionalised learners				
3.7.2.6	Support is provided for very able and gifted learners				
3.0	<b>ACADEMIC AND PERSONAL EMPOWERMENT FOR CITIZENSHIP</b>				
3.7	<b>Special educational needs and learning support</b>		VW	W	S VS
3.7.3	<b>LSEN provision is integrated with mainstream schooling</b>				
3.7.3.1	LSEN learners take part in as many mainstream school classes as is feasible				
3.7.3.2	Mainstream curriculum and attainment targets include objectives for LSEN learners				
3.7.3.3	Learning support staff engage in co-operative teaching in mainstream classes				
3.7.3.4	LSEN / learning support is included in in-service training ( INSET ) for all staff				
3.7.3.5	LSEN resources, aids and appliances are available for mainstream use as required				
3.7.3.6	The LSEN coordinator has close contact with mainstream departments and classes				
3.0	<b>ACADEMIC AND PERSONAL EMPOWERMENT FOR CITIZENSHIP</b>				
3.7	<b>Special educational needs and learning support</b>		VW	W	S VS
3.7.4	<b>Learning support staff integrate into the work of the whole school</b>				
3.7.4.1	LSEN / learning support staff are involved where appropriate in curricular guidance				
3.7.4.2	LSEN / learning support staff are involved where appropriate in careers guidance				
3.7.4.3	LSEN / learning support staff are involved with other staff in care / guidance				
3.7.4.4	LSEN / learning support staff are consulted on suitable materials for the resource centre				
3.7.4.5	LSEN / learning support staff advise other staff on learning / teaching strategies				
3.7.4.6	LSEN / learning support staff participate in primary / secondary / FET liaison procedures				
3.0	<b>ACADEMIC AND PERSONAL EMPOWERMENT FOR CITIZENSHIP</b>				
3.7	<b>Special educational needs and learning support</b>		VW	W	S VS
3.7.5	<b>Resources are provided to support special educational needs (LSEN)</b>				
3.7.5.1	Specialist teaching and support staff are deployed to meet special educational needs (LSEN)				
3.7.5.2	Suitably furnished and located accommodation is provided for learning support				
3.7.5.3	Appropriate educational materials are provided to support special educational needs				
3.7.5.4	Diagnostic and assessment materials are available to identify and support learners				
3.7.5.5	Aids / appliances are available to support the school's current range of special needs				
3.7.5.6	Governing body and principal ensure adequate finance is allocated to LSEN				
3.0	<b>ACADEMIC AND PERSONAL EMPOWERMENT FOR CITIZENSHIP</b>				
3.8	<b>Preparing formal LSEN assessment</b>		VW	W	S VS
3.8.1	<b>Formal assessment is focused on the needs of the learner</b>				
3.8.1.1	Assessment focuses on the learner's needs rather than on bureaucratic procedures				
3.8.1.2	Assessment is directed towards providing appropriate learning and development				
3.8.1.3	Assessment is regarded as being part of a continuous supportive process				
3.8.1.4	Assessment is used to determine appropriate learning approaches and techniques				
3.8.1.5	Assessment is used to decide the actual provision to be made for the learner				
3.8.1.6	Assessment is used to assist monitoring the learner's academic and personal progress				

3.0	<b>ACADEMIC AND PERSONAL EMPOWERMENT FOR CITIZENSHIP</b>	
3.8	<b>Preparing formal LSEN assessment</b>	VW W S VS
3.8.2	<b>Formal assessment is preceded by informal school assessment</b>	.....
3.8.2.1	Academic, medical and social information is gathered by educators knowing the learner	.....
3.8.2.2	The principal involves the learner's parents or guardians as fully as possible	.....
3.8.2.3	The principal seeks advice from specialist district staff and other external agencies	.....
3.8.2.4	The principal decides on the school's approach with the class educators	.....
3.8.2.5	The principal ensures the learner's progress is carefully and regularly monitored	.....
3.8.2.6	Detailed, relevant records are kept of the school's actions and the learner's progress	.....
3.0	<b>ACADEMIC AND PERSONAL EMPOWERMENT FOR CITIZENSHIP</b>	
3.8	<b>Preparing formal LSEN assessment</b>	VW W S VS
3.8.3	<b>The school and district cooperate to provide notification to parents</b>	.....
3.8.3.1	The district informs the parents of intention to proceed to assess the learner	.....
3.8.3.2	The district outlines the procedure which will be followed in formal assessment	.....
3.8.3.3	The district names the officer who will be responsible for contact with the parents	.....
3.8.3.4	The district informs parents of their right to make representations regarding assessment	.....
3.8.3.5	The district informs parents of their right to submit written evidence	.....
3.8.3.6	The school and district liaise closely in the pre-Notification period to reassure parents	.....
3.0	<b>ACADEMIC AND PERSONAL EMPOWERMENT FOR CITIZENSHIP</b>	
3.8	<b>Preparing formal LSEN assessment</b>	VW W S VS
3.8.4	<b>The named officer contributes fully to assessment procedures</b>	.....
3.8.4.1	The named officer is experienced in special education provision	.....
3.8.4.2	The named officer knows the relevant range of district provision and procedures	.....
3.8.4.3	The named officer is familiar with, and has contact with, relevant external agencies	.....
3.8.4.4	The named officer is familiar with the specific details of cases allocated	.....
3.8.4.5	The named officer adopts a supportive and approachable role towards parents	.....
3.8.4.6	The named officer maintains contact with schools relevant to the caseload	.....
3.0	<b>ACADEMIC AND PERSONAL EMPOWERMENT FOR CITIZENSHIP</b>	
3.8	<b>Preparing formal LSEN assessment</b>	VW W S VS
3.8.5	<b>Formal Notification of assessment is issued to parents</b>	.....
3.8.5.1	The district writes formal Notification to the parents of intention to assess formally	.....
3.8.5.2	Formal Notification contains a statement of reasons for the formal assessment	.....
3.8.5.3	Copies of the Notification are sent to the designated officer in Social Services	.....
3.8.5.4	Copies of the Notification are sent to the designated nursing officer	.....
3.8.5.5	Copies of the Notification are sent to the school with which the learner is associated	.....
3.8.5.6	If the district decides not to assess formally, parents are notified in writing	.....
3.0	<b>ACADEMIC AND PERSONAL EMPOWERMENT FOR CITIZENSHIP</b>	
3.8	<b>Preparing formal LSEN assessment</b>	VW W S VS
3.8.6	<b>The district gathers relevant advice and information for assessment</b>	.....
3.8.6.1	The district takes account of representations by the learner's parents or legal guardians	.....
3.8.6.2	The district takes account of written evidence submitted by / on behalf of the parents	.....
3.8.6.3	The district takes account of written educational, medical and psychological advice	.....
3.8.6.4	The district takes account of advice submitted by other qualified, competent agencies	.....
3.8.6.5	The district takes account of health / welfare advice from Social Services	.....
3.8.6.6	All relevant and competent advice is gathered and collated formally and efficiently	.....

3.0	<b>ACADEMIC AND PERSONAL EMPOWERMENT FOR CITIZENSHIP</b>				
3.8	<b>Preparing formal LSEN assessment</b>		VW	W	S VS
3.8.7	<b>The school provides educational advice to inform the assessment</b>				
3.8.7.1	The principal gives advice if a learner has been at school for at least 18 months				
3.8.7.2	The principal gives advice in consultation with the learner's educators				
3.8.7.3	The principal consults specialist educators about visual or hearing impairment				
3.8.7.4	The format of the principal's advice follows provincial guidelines				
3.8.7.5	The principal bases advice on evidence of the learner's actual school performance				
3.8.7.6	For a learner not attending school, advice is asked of an educator with SEN experience				
3.0	<b>ACADEMIC AND PERSONAL EMPOWERMENT FOR CITIZENSHIP</b>				
3.8	<b>Preparing formal LSEN assessment</b>		VW	W	S VS
3.8.8	<b>The district gets advice from medical, psychological and other agencies</b>				
3.8.8.1	Medical advice is sought from a designated medical practitioner				
3.8.8.2	Medical advice includes input from medical specialists involved in the learner's case				
3.8.8.3	Medical advice includes input from support services (eg speech and physiotherapy)				
3.8.8.4	Psychological advice is sought from a psychologist in the district auxiliary services				
3.8.8.5	The district requests advice from other agencies (eg nursing officer, social services)				
3.8.8.6	All advice received is regarded as forming part of a multi-disciplinary assessment				
3.0	<b>ACADEMIC AND PERSONAL EMPOWERMENT FOR CITIZENSHIP</b>				
3.8	<b>Preparing formal LSEN assessment</b>		VW	W	S VS
3.8.9	<b>The school in conjunction with the district arranges the LSEN examination</b>				
3.8.9.1	The district notifies parents formally of intention to conduct an examination of the learner				
3.8.9.2	The district explains the purpose of the examination to the parents in the formal notice				
3.8.9.3	The district states the name of the officer from whom further information can be obtained				
3.8.9.4	The district informs parents of right to submit information relevant to the examination				
3.8.9.5	The district informs parents of their right to attend the examination				
3.8.9.6	The district informs parents of their legal obligation to comply with the examination				
3.0	<b>ACADEMIC AND PERSONAL EMPOWERMENT FOR CITIZENSHIP</b>				
3.9	<b>Assessment reports and final Statement</b>		VW	W	S VS
3.9.1	<b>Assessment reports to the district describe the learner's functioning</b>				
3.9.1.1	Reports refer to the learner's physical, emotional and cognitive functioning				
3.9.1.2	Reports refer to the learner's communication, perceptual, motor and adaptive skills				
3.9.1.3	Reports refer to social and interactive skills together with attitudes towards learning				
3.9.1.4	Reports refer to educational attainment, self-image, interests and behaviour				
3.9.1.5	Reports refer to the learner's functioning at home, in family, at school and elsewhere				
3.9.1.6	Relevant aspects of learner's personal, medical and educational history are included				
3.0	<b>ACADEMIC AND PERSONAL EMPOWERMENT FOR CITIZENSHIP</b>				
3.9	<b>Assessment reports and final Statement</b>		VW	W	S VS
3.9.2	<b>Assessment reports to the district include the aims of provision</b>				
3.9.2.1	General development (physical, motor, cognitive, language, social) is reported				
3.9.2.2	The learner's specific areas of weakness or gaps in skills to be addressed are covered				
3.9.2.3	Suggested methods and approaches are offered by specialists in the various areas				
3.9.2.4	The implications of the learner's medical condition (medication side-effects) are stated				
3.9.2.5	Teaching and learning approaches for conditions such as blindness are suggested				
3.9.2.6	The emotional climate in the school, including class regime, is considered				

<b>3.0</b>	<b>ACADEMIC AND PERSONAL EMPOWERMENT FOR CITIZENSHIP</b>	
<b>3.9</b>	<b>Assessment reports and final Statement</b>	VW W S VS
<b>3.9.3</b>	<b>Reports refer to the facilities and resources required by the learner</b>	-----
3.9.3.1	Reports refer to any special equipment required (physical, auditory, visual aids)	-----
3.9.3.2	Specialist facilities are recommended ( eg for incontinence or drug administration)	-----
3.9.3.3	Special educational resources for sensory or physical impairment are recommended	-----
3.9.3.4	Other specialist resources (eg nursing, speech therapy, audiology) are recommended	-----
3.9.3.5	The physical environment including access, acoustics and lighting are recommended	-----
3.9.3.6	School organisation, attendance modes and transport facilities are recommended	-----
<b>3.0</b>	<b>ACADEMIC AND PERSONAL EMPOWERMENT FOR CITIZENSHIP</b>	
<b>3.9</b>	<b>Assessment reports and final Statement</b>	VW W S VS
<b>3.9.4</b>	<b>The district issues a statement of needs for learners with special educational needs</b>	-----
3.9.4.1	The statement complies with all LSEN regulations in form and content	-----
3.9.4.2	The introduction section presents the relevant details of the learner's background	-----
3.9.4.3	The LSEN section gives the district an assessment of the learner's needs	-----
3.9.4.4	The district specifies its plans for special provision	-----
3.9.4.5	The district designates a suitable school where appropriate	-----
3.9.4.6	Additional non-educational provision (eg by social services) is specified	-----
<b>3.0</b>	<b>ACADEMIC AND PERSONAL EMPOWERMENT FOR CITIZENSHIP</b>	
<b>3.9</b>	<b>Assessment reports and final Statement</b>	VW W S VS
<b>3.9.5</b>	<b>The district informs parents of their right of appeal against the statement of needs</b>	-----
3.9.5.1	The district ensures parents receive a draft statement of needs to alert them to the proposals	-----
3.9.5.2	The parents are informed of their right to make further representations on the statement	-----
3.9.5.3	The parents are informed of their right to a meeting with appropriate district officers	-----
3.9.5.4	The parents are informed of their right to meet with the person who advised the district	-----
3.9.5.5	The final statement informs the parents of right of appeal to an appeal committee	-----
3.9.5.6	The final statement informs parents of right of appeal to a higher authority	-----
<b>4.0</b>	<b>ETHOS AND HUMAN RIGHTS</b>	
<b>4.1</b>	<b>Ethos</b>	VW W S VS
<b>4.1.1</b>	<b>Good learner / educator relationships are encouraged</b>	-----
4.1.1.1	Relationships between educators and learners are characterised by mutual respect	-----
4.1.1.2	Educators show learners they value their contributions to class and school activities	-----
4.1.1.3	Activities are established that involve educators and learners working together	-----
4.1.1.4	Classroom atmosphere allows learners to engage in open discussion and debate	-----
4.1.1.5	Educators and learners are encouraged to cooperate with each other outside class	-----
4.1.1.6	Educators and learners are given opportunities to work together on school activities	-----
<b>4.0</b>	<b>ETHOS AND HUMAN RIGHTS</b>	
<b>4.1</b>	<b>Ethos</b>	VW W S VS
<b>4.1.2</b>	<b>Staff / learners are encouraged to take pride in their school</b>	-----
4.1.2.1	Past and present school achievements are recognised and publicised	-----
4.1.2.2	Learners wear uniform where this practice is agreed with staff and parents	-----
4.1.2.3	Staff show they identify with school aims by their professional and social example	-----
4.1.2.4	Staff and learners are informed of commendations received from outside the school	-----
4.1.2.5	The importance of the school's standing in the community is emphasised	-----
4.1.2.6	Inter-school activities such as competitions, games and visits are encouraged	-----

4.0	<b>ETHOS AND HUMAN RIGHTS</b>				
4.1	<b>Ethos</b>				VW W S VS
4.1.3	<b>Learners receive praise and recognition for good work</b>				
4.1.3.1	All good work, including behaviour and attendance, is recognised and praised				
4.1.3.2	Acknowledgement of good work is made both formally and informally				
4.1.3.3	There is recognition of good work in newsletters, notices, assemblies and other ceremonies				
4.1.3.4	Parents are made aware of good work which has been recognised				
4.1.3.5	Effort and conscientiousness is recognised and praised as well as high performance				
4.1.3.6	Learners are encouraged to appreciate good work by their peers				
4.0	<b>ETHOS AND HUMAN RIGHTS</b>				
4.1	<b>Ethos</b>				VW W S VS
4.1.4	<b>Learners' work is displayed throughout the school</b>				
4.1.4.1	Class work is displayed in all learning areas and all classrooms				
4.1.4.2	Displays are well-presented using a range of materials and techniques				
4.1.4.3	Learners are involved in the creation and mounting of displays				
4.1.4.4	Redrafting for display is regarded as part of the educational experience				
4.1.4.5	Learners' work is displayed in public areas as recognition and not simply as decoration				
4.1.4.6	Parents are invited to displays of work and, where applicable, performances of work				
4.0	<b>ETHOS AND HUMAN RIGHTS</b>				
4.1	<b>Ethos</b>				VW W S VS
4.1.5	<b>A code of behaviour, good conduct and discipline is followed</b>				
4.1.5.1	The school code of conduct is known to all staff, learners and parents				
4.1.5.2	The governing body ensures consultation on the code of conduct has included all stakeholders				
4.1.5.3	The code of conduct stresses personal responsibility and care for others' welfare				
4.1.5.4	Disciplinary procedures are known to be fair and consistently applied				
4.1.5.5	Good behaviour inside and outside the school is recognised and rewarded				
4.1.5.6	Increasing levels of trust are placed in learners to help them to develop self-discipline				
4.0	<b>ETHOS AND HUMAN RIGHTS</b>				
4.1	<b>Ethos</b>				VW W S VS
4.1.6	<b>Departments maintain discipline consistently</b>				
4.1.6.1	Departmental and class rules for behaviour are consistent with the code of conduct				
4.1.6.2	Heads of departments or phases agree on general rules to ensure consistency				
4.1.6.3	Rules for individual learning areas are made clear to learners and the reasons explained				
4.1.6.4	Rules on health, safety and security in departments are monitored by the management team				
4.1.6.5	Referral procedures for conduct / disciplinary problems are clear and consistently applied				
4.1.6.6	The management team gives support to educators experiencing conduct / discipline problems				
4.0	<b>ETHOS AND HUMAN RIGHTS</b>				
4.1	<b>Ethos</b>				VW W S VS
4.1.7	<b>Extra-mural activities are encouraged</b>				
4.1.7.1	The extra-mural curriculum is agreed by the governing body				
4.1.7.2	The range of extra-mural activities helps all learners to develop their talents				
4.1.7.3	Adequate funding is made available for extra-mural activities				
4.1.7.4	Parents are encouraged to take an interest in extra-mural activities				
4.1.7.5	Parents are kept informed about extra-mural activities				
4.1.7.6	Achievements in extra-mural activities are praised and publicised				

4.0	<b>ETHOS AND HUMAN RIGHTS</b>				
4.1	<b>Ethos</b>		VW	W	S VS
4.1.8	<b>Attendance and punctuality of learners and staff are strongly encouraged</b>				
4.1.8.1	Attendance and punctuality are checked efficiently				
4.1.8.2	Attendance scanning indicators are used to monitor performance				
4.1.8.3	Good attendance is fostered by publicising rates, rewards and other devices				
4.1.8.4	Parents are enlisted to encourage attendance and punctuality				
4.1.8.5	Attendance monitoring procedures are clear and known to staff, learners and parents				
4.1.8.6	The school has a policy for learners "at risk", involving other agencies if necessary				
4.0	<b>ETHOS AND HUMAN RIGHTS</b>				
4.2	<b>Human rights in the school</b>		VW	W	S VS
4.2.1	<b>School policies demonstrate respect for all staff and learners</b>				
4.2.1.1	Policies show respect for the social background of all staff and learners				
4.2.1.2	Policies respect religious beliefs, cultural and ethnic background of all staff and learners				
4.2.1.3	Policies recognise particular religious practices such as dress and diet requirements				
4.2.1.4	Policies accommodate learners whose parents wish them to withdraw from religious activities				
4.2.1.5	Policies outline action to be taken to tackle bullying, harassment and racist incidents				
4.2.1.6	Policies acknowledge and support multi-lingualism				
4.0	<b>ETHOS AND HUMAN RIGHTS</b>				
4.2	<b>Human rights in the school</b>		VW	W	S VS
4.2.2	<b>The governing body ensures all learners have access to the benefits of school life</b>				
4.2.2.1	Learners are treated in classification regardless of sex, race or background				
4.2.2.2	Learners are given a choice of learning areas regardless of sex, race or background				
4.2.2.3	Learners have access to extra-mural activities regardless of sex, race or background				
4.2.2.4	Learners are treated equally in school activities regardless of sex, race or background				
4.2.2.5	Access to careers guidance and work experience is regardless of sex, race, background				
4.2.2.6	Learners are chosen for positions of responsibility regardless of sex, race or background				
4.0	<b>ETHOS AND HUMAN RIGHTS</b>				
4.2	<b>Human rights in the school</b>		VW	W	S VS
4.2.3	<b>The school promotes caring and tolerance</b>				
4.2.3.1	The school policy manual refers to caring and tolerant attitudes which characterise the ethos				
4.2.3.2	The principal shows care, tolerance and support towards all learners, staff and parents				
4.2.3.3	Staff are sensitive to all background circumstances that affect the lives of learners				
4.2.3.4	The code of conduct expects learners to show care, courtesy and tolerance to others				
4.2.3.5	Incidents of indiscipline are handled in a fair and just manner				
4.2.3.6	Learners with positions of responsibility are expected to act with fairness, care and tolerance				
4.0	<b>ETHOS AND HUMAN RIGHTS</b>				
4.3	<b>Human rights in the community</b>		VW	W	S VS
4.3.1	<b>The school liaises with other agencies to tackle disadvantage</b>				
4.3.1.1	There are links with social, psychological and community colleges and ABET centres				
4.3.1.2	The school has procedures for referral of learners to external institutions / organisations				
4.3.1.3	Visiting support agency staff are timetabled to work with learners and meet staff				
4.3.1.4	Visiting staff from support agencies are informed about relevant school policies				
4.3.1.5	Information on bursaries, grants and other forms of assistance is included in the policy manual				
4.3.1.6	Learner subsidy application forms are available in the school				

4.0	<b>ETHOS AND HUMAN RIGHTS</b>				
4.3	<b>Human rights in the community</b>				VW W S VS
4.3.2	<b>Learners learn to value other people, regardless of differences</b>				
4.3.2.1	The school gives good example in treating learners, staff, parents and local people				
4.3.2.2	Learners are encouraged to be aware of special needs of fellow learners with disabilities				
4.3.2.3	The curriculum has multi-cultural dimensions, including races / religions / cultures				
4.3.2.4	The achievements of both men and women are included in curriculum content				
4.3.2.5	Use is made of organisations promoting wider career opportunities for women				
4.3.2.6	Learning programmes and all displays are checked for bias and negative stereotyping				
4.0	<b>ETHOS AND HUMAN RIGHTS</b>				
4.3	<b>Human rights in the community</b>				VW W S VS
4.3.3	<b>Obligations to poor and other disadvantaged groups are recognised and acted upon</b>				
4.3.3.1	All learners are made aware of the issues of poverty, homelessness and unemployment				
4.3.3.2	Learners are made aware of problems of other localities				
4.3.3.3	The school engages in activities to assist disadvantaged groups				
4.3.3.4	Learners are encouraged to care for the aged and the sick in the community				
4.3.3.5	The curriculum covers the finite nature of world resources and the need to share				
4.3.3.6	The school participates in initiatives in wildlife and environmental conservation				
4.0	<b>ETHOS AND HUMAN RIGHTS</b>				
4.3	<b>Human rights in the community</b>				VW W S VS
4.3.4	<b>Staff / resources granted as social policy are used accordingly</b>				
4.3.4.1	A management team member has responsibility for coordinating action on social policy				
4.3.4.2	Additional staff allocations are used to support programmes for the disadvantaged				
4.3.4.3	Additional funding is used to support programmes for the disadvantaged				
4.3.4.4	Staff are involved in the planning of support programmes for the disadvantaged				
4.3.4.5	The school supports external projects and initiatives to tackle social disadvantage				
4.3.4.6	The school cooperates with local community groups in tackling disadvantage				
5.0	<b>PARTNERSHIP IN EDUCATION</b>				
5.1	<b>Partnership with parents</b>				VW W S VS
5.1.1	<b>Good communication exists between school and parents</b>				
5.1.1.1	Parents are informed of the school mission by prospectus, newsletters, forums and meetings				
5.1.1.2	Newsletters and other documents keep parents informed of current school activities				
5.1.1.3	Where appropriate, information for parents is available in community languages				
5.1.1.4	Correspondence from school to home is courteous, supportive and without jargon				
5.1.1.5	Parents have opportunities to meet staff and learners in formal and informal activities				
5.1.1.6	Parents are consulted about changes to arrangements such as school hours				
5.0	<b>PARTNERSHIP IN EDUCATION</b>				
5.1	<b>Partnership with parents</b>				VW W S VS
5.1.2	<b>Parents are given advice on how they can help learners</b>				
5.1.2.1	Parents are reminded of the importance of homework and learning at home				
5.1.2.2	Parents are given information on school work and advice on how they can assist				
5.1.2.3	Parents are given guidance as to how they can assist learners to develop study skills				
5.1.2.4	Parents are informed about the homework policy and advised on how they can assist				
5.1.2.5	Parents are advised on facilities such as libraries to support learners' learning				
5.1.2.6	The school holds workshops for parents on learning situations experienced by learners				

<b>5.0</b>	<b>PARTNERSHIP IN EDUCATION</b>				
<b>5.1</b>	<b>Partnership with parents</b>				VW W S VS
<b>5.1.3</b>	<b>Parents are regularly informed about learners' progress</b>				.....
5.1.3.1	School policy on reporting to parents reflects provincial guidelines				.....
5.1.3.2	Reports refer to attainment, attendance, effort, behaviour and attitudes				.....
5.1.3.3	Parents are informed of the school's performance in public examinations				.....
5.1.3.4	Parents are given non-technical explanation of any statistical analysis of results				.....
5.1.3.5	Parents are consulted about any remedial action to improve individual performance				.....
5.1.3.6	There are methods of reporting to parents with language / communication problems				.....
<b>5.0</b>	<b>PARTNERSHIP IN EDUCATION</b>				
<b>5.1</b>	<b>Partnership with parents</b>				VW W S VS
<b>5.1.4</b>	<b>Parents are given opportunities to discuss learners' progress</b>				.....
5.1.4.1	The school welcomes enquiries from parents about learners' progress				.....
5.1.4.2	Parents are given the chance to discuss learners' progress in all aspects of school life				.....
5.1.4.3	The school responds positively to parents' concern about learners' progress and welfare				.....
5.1.4.4	Regular parents' meetings are arranged using an efficient appointment system				.....
5.1.4.5	Parents get opportunities to inspect their children's work at meetings or open days				.....
5.1.4.6	There are opportunities for learners to attend with their parents at parents' evenings				.....
<b>5.0</b>	<b>PARTNERSHIP IN EDUCATION</b>				
<b>5.1</b>	<b>Partnership with parents</b>				VW W S VS
<b>5.1.5</b>	<b>Parents are consulted on the needs of their children</b>				.....
5.1.5.1	Parents are consulted about proposals to change a learner's curriculum or class				.....
5.1.5.2	Parents are notified of examination arrangements and any proposed changes				.....
5.1.5.3	Parents are involved in decisions to use special resources to support a learner				.....
5.1.5.4	Parents are asked for information on dietary requirements, medication and allergies				.....
5.1.5.5	Parents are consulted on the use of external professional agencies to support a learner				.....
5.1.5.6	Parents are asked to indicate home circumstances that might affect a learner at school				.....
<b>5.0</b>	<b>PARTNERSHIP IN EDUCATION</b>				
<b>5.1</b>	<b>Partnership with parents</b>				VW W S VS
<b>5.1.6</b>	<b>Parents are encouraged to join in the life of the school</b>				.....
5.1.6.1	The role of parents as partners is written into the school policy manual				.....
5.1.6.2	Parents are invited to attend events such as concerts, sports and acts of worship				.....
5.1.6.3	The governing body organises events to promote parental involvement				.....
5.1.6.4	The governing body consults the parents to obtain views on the programme of activities				.....
5.1.6.5	The governing body takes special care to welcome parents of new entrants to the school				.....
5.1.6.6	The governing body responds to provincial consultations on matters affecting the school				.....
<b>5.0</b>	<b>PARTNERSHIP IN EDUCATION</b>				
<b>5.1</b>	<b>Partnership with parents</b>				VW W S VS
<b>5.1.7</b>	<b>The school takes account of the needs of working parents</b>				.....
5.1.7.1	After-school care and study facilities in school or elsewhere locally are publicised				.....
5.1.7.2	Meetings are arranged during the school day for parents who work in the evenings				.....
5.1.7.3	Emergency contact details, including parents' place of work, is up-dated regularly				.....
5.1.7.4	Emergency closure procedures take account of learners without access to their home				.....
5.1.7.5	There are procedures to help learners who forget or lose lunch money or bus fare				.....
5.1.7.6	The school has procedures for dealing with emergencies when parents are at work				.....

5.0	<b>PARTNERSHIP IN EDUCATION</b>	
5.2	<b>Partnership with the governing body</b>	VW W S VS
5.2.1	<b>School and governing body work together</b>	
5.2.1.1	The governing body functions under the Schools Act in close consultation with stakeholders	
5.2.1.2	The principal and governing body comply with all current legislation	
5.2.1.3	The governing body exercises financial management through the principal	
5.2.1.4	The governing body discharges responsibility for curriculum and subject choice	
5.2.1.5	The governing body exercises its role in immovable and movable property management	
5.2.1.6	The governing body exercises its responsibility in staff appointments and discipline	
5.0	<b>PARTNERSHIP IN EDUCATION</b>	
5.2	<b>Partnership with the governing body</b>	VW W S VS
5.2.2	<b>The governing body takes an active part in the life of the school</b>	
5.2.2.1	The governing body seeks opportunities to meet staff both formally and informally	
5.2.2.2	The governing body seeks occasions to meet learners in formal and informal activities	
5.2.2.3	The governing body meets parents in formal and informal activities	
5.2.2.4	The principal keeps the governing body informed of school activities and events	
5.2.2.5	The governing body keeps well-informed on school issues within its responsibilities	
5.2.2.6	The governing body supports the school on external issues affecting its work	
5.0	<b>PARTNERSHIP IN EDUCATION</b>	
5.3	<b>Partnership with learners</b>	VW W S VS
5.3.1	<b>Staff seek the views of learners on school matters</b>	
5.3.1.1	Educators seek the views of learners on classroom matters	
5.3.1.2	The principal and management team take account of learners' views on whole-school matters	
5.3.1.3	The school has a mechanism (such as RCL) for obtaining learners' views	
5.3.1.4	Occasional surveys are made of learners' views on school matters	
5.3.1.5	Ideas and suggestions from learners are acted upon where feasible	
5.3.1.6	Care is taken to explain rules and arrangements rather than simply impose them	
5.0	<b>PARTNERSHIP IN EDUCATION</b>	
5.3	<b>Partnership with learners</b>	VW W S VS
5.3.2	<b>Learners are encouraged to exercise responsibility in the school</b>	
5.3.2.1	Learners of all ages are given appropriate forms of responsibility to develop leadership skills	
5.3.2.2	Learners undertake class administrative jobs such as issuing and collecting materials	
5.3.2.3	Learners assist with library, tuck shop, school magazine, assemblies, escorting visitors	
5.3.2.4	Learners hold positions of responsibility and leadership	
5.3.2.5	Learners are allocated social areas and are expected to act responsibly in them	
5.3.2.6	The school encourages / recognises learners' self-discipline and responsible behaviour	
5.0	<b>PARTNERSHIP IN EDUCATION</b>	
5.4	<b>Partnership with other educational institutions</b>	VW W S VS
5.4.1	<b>There is close liaison between primary and secondary schools</b>	
5.4.1.1	Primary and secondary schools in the area draw up a joint liaison policy	
5.4.1.2	Prospectus, policy manuals, newsletters, are exchanged amongst schools	
5.4.1.3	A management team member is responsible for primary - secondary liaison	
5.4.1.4	The principals of secondary and associated primary schools meet regularly	
5.4.1.5	Secondary and primary schools establish joint projects involving staff and learners	
5.4.1.6	Joint meetings are held with parents having children at both primary and secondary	

5.0	<b>PARTNERSHIP IN EDUCATION</b>	
5.4	<b>Partnership with other educational institutions</b>	VW W S VS
5.4.2	<b>Primary and secondary schools establish curricular links</b>	-----
5.4.2.1	Secondary and primary schools liaise on the national curriculum	-----
5.4.2.2	Primary schools provide secondary schools with Grade 7 learning programmes	-----
5.4.2.3	Projects between primary and secondary reinforce continuity of learning	-----
5.4.2.4	Primary and secondary schools work jointly on aspects of staff development	-----
5.4.2.5	A programme of staff exchange visits to primary and secondary schools is arranged	-----
5.4.2.6	Mainstream schools and special schools form curricular links	-----
5.0	<b>PARTNERSHIP IN EDUCATION</b>	
5.4	<b>Partnership with other educational institutions</b>	VW W S VS
5.4.3	<b>Primary and secondary schools exchange information about learners</b>	-----
5.4.3.1	Primary schools give details of attainment, aptitudes, behaviour, family background	-----
5.4.3.2	Primary schools inform the secondary of significant health factors affecting learners	-----
5.4.3.3	Parents are invited to provide relevant information on learners at transition periods	-----
5.4.3.4	Information from primary schools is used in forming Grade 8 classes	-----
5.4.3.5	Information received from primary schools is passed to appropriate class educators	-----
5.4.3.6	Secondary schools provide feedback to primary schools on learners' progress	-----
5.0	<b>PARTNERSHIP IN EDUCATION</b>	
5.4	<b>Partnership with other educational institutions</b>	VW W S VS
5.4.4	<b>Induction procedures are arranged for intake learners</b>	-----
5.4.4.1	A joint primary-secondary school policy on induction is established	-----
5.4.4.2	Secondary school details, and the prospectus, are given to each learner in Grade 7	-----
5.4.4.3	Secondary staff visit local primary schools to meet the new intake learners	-----
5.4.4.4	New intake learners visit the school prior to enrolling to see the facilities	-----
5.4.4.5	Intake learners are given "taster" courses in learning areas, including sport or cultural activities	-----
5.4.4.6	Care / guidance and registration educators meet the intake learners during induction	-----
5.0	<b>PARTNERSHIP IN EDUCATION</b>	
5.4	<b>Partnership with other educational institutions</b>	VW W S VS
5.4.5	<b>Mainstream primary, secondary and local special schools establish liaison</b>	-----
5.4.5.1	Curricular links are formed between secondary and special schools	-----
5.4.5.2	The school policy manual and the prospectus are exchanged where feasible	-----
5.4.5.3	The secondary school gives support with resources where feasible	-----
5.4.5.4	Projects are developed to encourage contact between learners	-----
5.4.5.5	Special school learners are enabled to join activities such as sports, music, art	-----
5.4.5.6	Link learning programmes are arranged where feasible	-----
5.0	<b>PARTNERSHIP IN EDUCATION</b>	
5.5	<b>Partnership with external institutions / agencies</b>	VW W S VS
5.5.1	<b>There is cooperation with other institutions and organisations serving the school</b>	-----
5.5.1.1	A staff member liaises with police, fire brigade, health service and feeding schemes	-----
5.5.1.2	There are liaison meetings with institutions / organisations having business with the school	-----
5.5.1.3	Arrangements for contact with other institutions and organisations are communicated to staff	-----
5.5.1.4	Staff are informed about matters arising from meetings with other institutions / organisations	-----
5.5.1.5	Personnel from institutions and organisations are invited to contribute to staff development	-----
5.5.1.6	The school publicises its work to other institutions and organisations	-----

<b>5.0</b>	<b>PARTNERSHIP IN EDUCATION</b>	
<b>5.5</b>	<b>Partnership with external institutions / agencies</b>	VW W S VS
<b>5.5.2</b>	<b>The school works in partnership with community colleges</b>	-----
5.5.2.1	The school liaises with local community colleges and ABET centres	-----
5.5.2.2	The school cooperates in activities organised by community colleges and ABET centres	-----
5.5.2.3	Community college and ABET staff are invited to participate in relevant school activities	-----
5.5.2.4	Formal liaison is developed where an ABET centre is attached to the school	-----
5.5.2.5	Accommodation is provided where possible for ABET activities	-----
5.5.2.6	The school publicises activities organised by ABET	-----
<b>5.0</b>	<b>PARTNERSHIP IN EDUCATION</b>	
<b>5.5</b>	<b>Partnership with external institutions / agencies</b>	VW W S VS
<b>5.5.3</b>	<b>There is liaison with FE / tertiary education institutions</b>	-----
5.5.3.1	There is a school policy on liaison with FET and tertiary education institutions	-----
5.5.3.2	A management team member liaises with FET / tertiary education institutions	-----
5.5.3.3	There are staff visits to and from FET / tertiary education institutions to foster liaison	-----
5.5.3.4	Vocational link courses at technical colleges are offered to learners where appropriate	-----
5.5.3.5	Information is obtained on progress / attendance of learners on FET courses	-----
5.5.3.6	The school monitors information on the destinations of school leavers, where possible	-----
<b>5.0</b>	<b>PARTNERSHIP IN EDUCATION</b>	
<b>5.5</b>	<b>Partnership with external institutions / agencies</b>	VW W S VS
<b>5.5.4</b>	<b>Learners receive information about FE / tertiary education</b>	-----
5.5.4.1	A senior member of staff oversees FET / tertiary education bursary applications	-----
5.5.4.2	Information technology is used to give learners information on FET / tertiary education	-----
5.5.4.3	The school displays publicity material from FET / tertiary education institutions	-----
5.5.4.4	Learners attend open days or meetings arranged by FET / tertiary education institutions	-----
5.5.4.5	Designated educators have responsibility for giving advice on selection of post-school courses	-----
5.5.4.6	Staff from FET/ tertiary education institutions are invited give talks in the school	-----
<b>5.0</b>	<b>PARTNERSHIP IN EDUCATION</b>	
<b>5.5</b>	<b>Partnership with external institutions / agencies</b>	VW W S VS
<b>5.5.5</b>	<b>The school forms professional links with faculties of education</b>	-----
5.5.5.1	The school liaises with local educational faculties on learner educator placement	-----
5.5.5.2	The school keeps local educational faculties informed of relevant developments	-----
5.5.5.3	The school cooperates with educational faculty staff on the assessment of learner educators	-----
5.5.5.4	The school cooperates with the educational faculty's external examiners in educator assessment	-----
5.5.5.5	The school assists in project and research work undertaken by educational faculties	-----
5.5.5.6	The school accepts invitations to contribute to planning new professional courses	-----
<b>5.0</b>	<b>PARTNERSHIP IN EDUCATION</b>	
<b>5.5</b>	<b>Partnership with external institutions / agencies</b>	VW W S VS
<b>5.5.6</b>	<b>School placements are arranged for learner educators</b>	-----
5.5.6.1	The school shows willingness to accept learner educators on placement	-----
5.5.6.2	A staff member is responsible for learner educator placements and for submitting reports	-----
5.5.6.3	An induction programme familiarises learner educators with the school's policies and systems	-----
5.5.6.4	Guidelines give the school's expectations of learner educators' work / conduct on placement	-----
5.5.6.5	Learner educators are given experience in professional activities outside their learning area	-----
5.5.6.6	Learner educators are treated as staff members during their placement period	-----

5.0	<b>PARTNERSHIP IN EDUCATION</b>				
5.6	<b>Partnership with the community</b>			VW	W S VS
5.6.1	<b>The locality and community are used to enrich learning</b>				
5.6.1.1	The school maintains a list of people / organisations that can enrich learning				
5.6.1.2	Each department explores the specific opportunities to use the community				
5.6.1.3	The community is invited to support the curriculum with talks / displays				
5.6.1.4	People from outside the school are invited to support studies of the area				
5.6.1.5	Learners undertake fieldwork in the area and community				
5.6.1.6	Learners use amenities such as museums, sports centres, parks, churches				
5.0	<b>PARTNERSHIP IN EDUCATION</b>				
5.6	<b>Partnership with the community</b>			VW	W S VS
5.6.2	<b>The school presents a good image to the community</b>				
5.6.2.1	A member of staff is responsible for the school's public relations and press publicity				
5.6.2.2	The school publicises events in libraries, community centres, shops and churches				
5.6.2.3	School newsletters are circulated to community centres, libraries and other public centres				
5.6.2.4	School representatives attend meetings of local community groups when invited				
5.6.2.5	Staff, learners and parents strive to make the school valued by the community				
5.6.2.6	The school seeks the views of the community about its work and mission				
5.0	<b>PARTNERSHIP IN EDUCATION</b>				
5.6	<b>Partnership with the community</b>			VW	W S VS
5.6.3	<b>The school cooperates with local community structures</b>				
5.6.3.1	The school maintains a list of local community structures with contact names				
5.6.3.2	Where appropriate, the school displays material for local community structures				
5.6.3.3	Opportunities are arranged for local structures to contribute to the life of the school				
5.6.3.4	The knowledge of local structures contributes to extra-mural activities, staff seminars				
5.6.3.5	School newsletters and magazines are sent to local community structures				
5.6.3.6	The school makes use of cultural and religious backgrounds of community structures				
5.0	<b>PARTNERSHIP IN EDUCATION</b>				
5.6	<b>Partnership with the community</b>			VW	W S VS
5.6.4	<b>The school contributes to local activities and events</b>				
5.6.4.1	The school seeks opportunities to display learners' work or perform in public places				
5.6.4.2	Learners and staff are involved in such events as local gala days				
5.6.4.3	Learners take part in local activities such as tree-planting or anti-vandalism projects				
5.6.4.4	Learners are involved in local activities such as sports, choirs, literary competitions				
5.6.4.5	Learners undertake charitable activities: eg sponsored walks, visiting old folks homes				
5.6.4.6	The school responds positively to local initiatives or requests for assistance				
5.0	<b>PARTNERSHIP IN EDUCATION</b>				
5.6	<b>Partnership with the community</b>			VW	W S VS
5.6.5	<b>Local structures are assisted with accommodation and resources</b>				
5.6.5.1	Where possible the school agrees to requests to use accommodation or resources				
5.6.5.2	Clear guidance is given on the use of accommodation / resources by outside structures				
5.6.5.3	Where possible, spare accommodation is made available for community structures				
5.6.5.4	Information is made available locally about opportunities to hire facilities				
5.6.5.5	There is official liaison with structures or organisations which share school facilities				
5.6.5.6	The use of accommodation or resources by other structures or organisations is monitored				

5.0	<b>PARTNERSHIP IN EDUCATION</b>	
5.6	<b>Partnership with the community</b>	VW W S VS
5.6.6	<b>Rural and farm schools establish partnerships in the context of their local environment</b>	-----
5.6.6.1	Cooperative and harmonious relationships are formed with the farmers	-----
5.6.6.2	Cooperative and harmonious relationships are formed with rural community leaders	-----
5.6.6.3	School activities take account of environmental conditions such as topology and transport	-----
5.6.6.4	Account is taken of local customs / arrangements in partnership with parents and community	-----
5.6.6.5	Communication strategy takes account of the special needs of rural and isolated areas	-----
5.6.6.6	The school day, (opening / closing times) is decided taking account of rural circumstances	-----
5.0	<b>PARTNERSHIP IN EDUCATION</b>	
5.6	<b>Partnership with the community</b>	VW W S VS
5.6.7	<b>Any learning opportunities for adult learners are publicised</b>	-----
5.6.7.1	The school publishes a booklet outlining opportunities for adult learning	-----
5.6.7.2	Adult learning publicity includes newsletters, press releases and letters to parents	-----
5.6.7.3	A designated member of staff has responsibility for publicising adult courses	-----
5.6.7.4	Information on FET, ABET and tertiary education is made available to adult learners	-----
5.6.7.5	Information about careers is made available to adult learners	-----
5.6.7.6	There are opportunities for adult learners to obtain interviews with a careers officer	-----
5.0	<b>PARTNERSHIP IN EDUCATION</b>	
5.6	<b>Partnership with the community</b>	VW W S VS
5.6.8	<b>Working adults returning to education are supported</b>	-----
5.6.8.1	The school finds sources of information for parents requiring creche facilities	-----
5.6.8.2	When a creche is available, full information is given to potential adult learners	-----
5.6.8.3	Information on the location of welfare auxiliary services and other organisations is available	-----
5.6.8.4	The school finds sources of advice and information on before and after-school care	-----
5.6.8.5	Where appropriate, help with before and after-school care is arranged	-----
5.6.8.6	Any after-school care provided by the school includes facilities for learners to study	-----
5.0	<b>PARTNERSHIP IN EDUCATION</b>	
5.7	<b>Partnership with the education department</b>	VW W S VS
5.7.1	<b>Good working relationships are maintained with the department of education</b>	-----
5.7.1.1	Governing body and principal support and promote the vision of the department of education	-----
5.7.1.2	Governing body and principal implement all established department of education procedures	-----
5.7.1.3	The school and the department of education work jointly together as colleagues	-----
5.7.1.4	The school welcomes department of education officers on official and social occasions	-----
5.7.1.5	District officers are alerted promptly to potential problems to minimise crisis management	-----
5.7.1.6	The two-way communication of reports and documentation is prompt and efficient	-----
5.0	<b>PARTNERSHIP IN EDUCATION</b>	
5.7	<b>Partnership with the education department</b>	VW W S VS
5.7.2	<b>The school acts as a partner in departmental and district processes</b>	-----
5.7.2.1	The school supports initiatives organised at head office or district levels	-----
5.7.2.2	The principal attends district meetings and reports the proceedings to governing body and staff	-----
5.7.2.3	Provision for learners with special needs (LSEN) is made jointly by school and district	-----
5.7.2.4	The school supports curriculum and management development projects set up by the district	-----
5.7.2.5	The school supports INSET organised by the district and offers facilities where possible	-----
5.7.2.6	The principal involves, and seeks the support of, the district in school issues and projects	-----

<b>6.0</b>	<b>HUMAN RESOURCE MANAGEMENT</b>				
<b>6.1</b>	<b>Recruitment and induction</b>				VW W S VS
<b>6.1.1</b>	<b>Recruitment recommendations by the governing body are linked to school aims / needs</b>				-----
6.1.1.1	Vacancies are defined by the school development plan and staffing structure				-----
6.1.1.2	Post specifications are drawn up with direct relevance to defined vacancies				-----
6.1.1.3	Job descriptions are related to the school's needs				-----
6.1.1.4	Short listing is based on factors relevant to the post				-----
6.1.1.5	Candidates are assessed in a variety of situations relevant to the post				-----
6.1.1.6	Sound interview techniques are used				-----
<b>6.0</b>	<b>HUMAN RESOURCE MANAGEMENT</b>				
<b>6.1</b>	<b>Recruitment and induction</b>				VW W S VS
<b>6.1.2</b>	<b>Sensitive arrangements are made for interviewing</b>				-----
6.1.2.1	Candidates are given the opportunity to visit the school prior to interview				-----
6.1.2.2	Candidates are given information about the school and its policies before interview				-----
6.1.2.3	Candidates are informed of the composition of the interviewing panel				-----
6.1.2.4	Reception arrangements are made to welcome candidates for interview				-----
6.1.2.5	A waiting area with refreshments is available for candidates for interview				-----
6.1.2.6	Unsuccessful candidates are given feedback after the interview				-----
<b>6.0</b>	<b>HUMAN RESOURCE MANAGEMENT</b>				
<b>6.1</b>	<b>Recruitment and induction</b>				VW W S VS
<b>6.1.3</b>	<b>Equal opportunity policies are applied in appointments and duties</b>				-----
6.1.3.1	Equal opportunity policy is known to all staff, selection panels and applicants				-----
6.1.3.2	Recruitment is non-restrictive except for relevant occupational qualifications				-----
6.1.3.3	Job descriptions avoid gender terms except where genuinely required				-----
6.1.3.4	The staffing complement has a reasonable gender balance, other things being equal				-----
6.1.3.5	Women are encouraged to apply for promotion				-----
6.1.3.6	Staff duties and committee representation are arranged equitably				-----
<b>6.0</b>	<b>HUMAN RESOURCE MANAGEMENT</b>				
<b>6.1</b>	<b>Recruitment and induction</b>				VW W S VS
<b>6.1.4</b>	<b>Newly appointed and temporary staff get induction and support</b>				-----
6.1.4.1	New members of staff are welcomed by the principal				-----
6.1.4.2	Senior members of staff are responsible for support of new staff members				-----
6.1.4.3	There is a programme of induction for all new staff members				-----
6.1.4.4	New educators receive training and support including observation of teaching				-----
6.1.4.5	A senior member of staff supervises learner educators at the school				-----
6.1.4.6	Induction, training and support is given to all non-educator staff				-----
<b>6.0</b>	<b>HUMAN RESOURCE MANAGEMENT</b>				
<b>6.2</b>	<b>Personnel management</b>				VW W S VS
<b>6.2.1</b>	<b>Staff welfare is given high management priority</b>				-----
6.2.1.1	The principal has organised a system of care for staff				-----
6.2.1.2	The school management team respond sensitively to the personal needs of staff				-----
6.2.1.3	There are support procedures for absence, illness or other personal difficulties				-----
6.2.1.4	Where appropriate, the principal obtains advice from external agencies				-----
6.2.1.5	The school management team ensure staff have suitable staff rooms				-----
6.2.1.6	Efforts are made to make the school a happy and pleasant place for staff to work in				-----

6.0	<b>HUMAN RESOURCE MANAGEMENT</b>	
6.2	<b>Personnel management</b>	VW W S VS
6.2.2	<b>Staff with personal or professional problems are supported</b>	-----
6.2.2.1	Every effort is made to reduce sources of stress in the operation of the school	-----
6.2.2.2	Communication systems allow staff to voice criticism rather than nurse grievances	-----
6.2.2.3	Change is introduced with sensitivity to the feelings and interests of those involved	-----
6.2.2.4	Enmities, tensions and divided loyalties are resolved by reconciliation	-----
6.2.2.5	Staff experiencing problems or failure are supported with sensitivity	-----
6.2.2.6	Grievance and disciplinary issues result, if possible, in healing and reconciliation	-----
6.0	<b>HUMAN RESOURCE MANAGEMENT</b>	
6.2	<b>Personnel management</b>	VW W S VS
6.2.3	<b>Staff are deployed efficiently</b>	-----
6.2.3.1	Staff are deployed according to the curricular and management needs of the school	-----
6.2.3.2	Staff skills and experiences are considered in allocating duties / responsibilities	-----
6.2.3.3	Deployment is decided taking the career development of staff into account	-----
6.2.3.4	All staff are provided with clear written job descriptions	-----
6.2.3.5	Staff deployment and job descriptions are reviewed regularly with post-holders	-----
6.2.3.6	Efficient and sensitive arrangements are made for cover for absent staff	-----
6.0	<b>HUMAN RESOURCE MANAGEMENT</b>	
6.2	<b>Personnel management</b>	VW W S VS
6.2.4	<b>The work of all members of staff is monitored</b>	-----
6.2.4.1	Monitoring is regarded as a crucial aspect of self-evaluation and staff development	-----
6.2.4.2	The work of non-educator staff is monitored	-----
6.2.4.3	The management team monitor learning / teaching by learner focus and observing lessons	-----
6.2.4.4	Heads of department observe teaching and sample work, including homework	-----
6.2.4.5	The management team monitors educators' plans, exam results, classroom work and displays	-----
6.2.4.6	Monitoring is used for support, recognition, training and feedback	-----
6.0	<b>HUMAN RESOURCE MANAGEMENT</b>	
6.2	<b>Personnel management</b>	VW W S VS
6.2.5	<b>Personnel records are efficient</b>	-----
6.2.5.1	The policy on personnel procedures conforms to relevant acts and provincial regulations	-----
6.2.5.2	Comprehensive personnel records are maintained securely with controlled access	-----
6.2.5.3	Staff attendance and sickness records are maintained efficiently	-----
6.2.5.4	An efficient system is utilised for storage and retrieval of staff references	-----
6.2.5.5	An efficient system is utilised for storage and retrieval of appraisal documentation	-----
6.2.5.6	The retention of staff records is in accordance with provincial and school policy	-----
6.0	<b>HUMAN RESOURCE MANAGEMENT</b>	
6.2	<b>Personnel management</b>	VW W S VS
6.2.6	<b>Code of conduct and grievance procedures are sensitive and fair</b>	-----
6.2.6.1	The school has written grievance procedures agreed with trade unions	-----
6.2.6.2	The school has a written code of conduct agreed with trade unions	-----
6.2.6.3	Attempts are always made to settle discipline and grievance issues informally	-----
6.2.6.4	Clear warning is normally given before disciplinary action is taken	-----
6.2.6.5	Staff are given the chance to state their case in grievance or disciplinary situations	-----
6.2.6.6	Findings of grievance / disciplinary hearings are clearly presented to those involved	-----

<b>6.0</b>	<b>HUMAN RESOURCE MANAGEMENT</b>				
<b>6.3</b>	<b>Participative management</b>		VW	W	S VS
<b>6.3.1</b>	<b>Staff participate in the management of the school</b>				
6.3.1.1	Staff are aware of the management structure and processes operating in the school				
6.3.1.2	Procedures exist for involving staff in the formulation of school policies				
6.3.1.3	The management team meets regularly for policy making and review				
6.3.1.4	A formal structure of committees enables staff to contribute to school management				
6.3.1.5	INSET includes information exchange, policy discussion and decision-making				
6.3.1.6	The management team monitors staff satisfaction with their participation in school management				
<b>6.0</b>	<b>HUMAN RESOURCE MANAGEMENT</b>				
<b>6.3</b>	<b>Participative management</b>		VW	W	S VS
<b>6.3.2</b>	<b>Staff responsibilities are organised effectively</b>				
6.3.2.1	Specific responsibilities of staff are known to all staff, learners and parents				
6.3.2.2	When duties are allocated, time required is considered and timetabled if necessary				
6.3.2.3	When duties are assigned, timescales and deadlines are agreed and recorded				
6.3.2.4	Guidelines are given on the authority of staff members when carrying out duties				
6.3.2.5	Use is made of special skills or knowledge possessed by individual staff members				
6.3.2.6	Delegation of responsibility is distributed in all staff categories				
<b>6.0</b>	<b>HUMAN RESOURCE MANAGEMENT</b>				
<b>6.3</b>	<b>Participative management</b>		VW	W	S VS
<b>6.3.3</b>	<b>Staff are encouraged to form quality improvement teams</b>				
6.3.3.1	Staff are trained in the principles of total quality management				
6.3.3.2	Quality improvement is recognised throughout the school as a continuous process				
6.3.3.3	Quality improvement is based on the school's mission and the development plan				
6.3.3.4	Quality improvement teams are established to improve school management				
6.3.3.5	Quality improvement teams are established and include various categories of staff				
6.3.3.6	Quality improvement teams' recommendations are only declined for good reasons				
<b>6.0</b>	<b>HUMAN RESOURCE MANAGEMENT</b>				
<b>6.3</b>	<b>Participative management</b>		VW	W	S VS
<b>6.3.4</b>	<b>Staff are consulted on financial management</b>				
6.3.4.1	Proposals for allocation of funds are invited from all role players				
6.3.4.2	Staff are consulted about priorities for the acquisition of new resources				
6.3.4.3	Provincial guidelines on staff consultation on financial management are followed				
6.3.4.4	Financial allocations to departments are discussed with departmental heads				
6.3.4.5	Non-educator staff are consulted on financial allocations relevant to their work				
6.3.4.6	Staff comment is invited on budget virement proposals				
<b>6.0</b>	<b>HUMAN RESOURCE MANAGEMENT</b>				
<b>6.4</b>	<b>Communication and administration</b>		VW	W	S VS
<b>6.4.1</b>	<b>Effective two-way communication structures are established</b>				
6.4.1.1	School policies and procedures are circulated to all staff				
6.4.1.2	Communications which arrive in school are quickly circulated to all staff				
6.4.1.3	There are efficient procedures for informing staff about day-to-day school business				
6.4.1.4	Information obtained at external meetings or in-service courses is passed on to staff				
6.4.1.5	The management team gathers views through meetings and informal soundings				
6.4.1.6	Surveys of staff views on school matters are conducted and feedback is provided				

<b>6.0</b>	<b>HUMAN RESOURCE MANAGEMENT</b>				
<b>6.4</b>	<b>Communication and administration</b>		VW	W	S VS
<b>6.4.2</b>	<b>A school policy manual is published and circulated</b>				
6.4.2.1	The manual contains school aims and mission, together with all policies				
6.4.2.2	The manual outlines the administrative procedures operating in the school				
6.4.2.3	The manual contains the names and responsibilities of all staff				
6.4.2.4	The manual includes curriculum, assessment, homework, discipline policies				
6.4.2.5	The manual has maps of the premises and details of resources and facilities				
6.4.2.6	The manual is updated regularly to reflect staff and other changes				
<b>6.0</b>	<b>HUMAN RESOURCE MANAGEMENT</b>				
<b>6.4</b>	<b>Communication and administration</b>		VW	W	S VS
<b>6.4.3</b>	<b>Learning area manuals are published and circulated</b>				
6.4.3.1	A manual with staff names and duties is published				
6.4.3.2	The manual includes curricular aims and focus areas				
6.4.3.3	The manual contains details of resources: texts, materials, IT and audio-visual aids				
6.4.3.4	The manual outlines administration and class management practice				
6.4.3.5	The manual contains details of assessment and marking practice				
6.4.3.6	The manual contains details of finances and expenditure practice				
<b>6.0</b>	<b>HUMAN RESOURCE MANAGEMENT</b>				
<b>6.4</b>	<b>Communication and administration</b>		VW	W	S VS
<b>6.4.4</b>	<b>Decisions are implemented efficiently and effectively</b>				
6.4.4.1	Decisions taken at all formal meetings are recorded in the minutes				
6.4.4.2	Minutes of meetings are circulated to participants and other interested parties				
6.4.4.3	Those responsible for implementing decisions are named and timescales are stated				
6.4.4.4	Those responsible for implementing decisions give progress and final reports				
6.4.4.5	When decisions cannot be implemented, this is reported for review				
6.4.4.6	Any reports on implementation are communicated to interested parties				
<b>6.0</b>	<b>HUMAN RESOURCE MANAGEMENT</b>				
<b>6.4</b>	<b>Communication and administration</b>		VW	W	S VS
<b>6.4.5</b>	<b>Communication within learning areas is effective</b>				
6.4.5.1	All learning areas have regular meetings				
6.4.5.2	Meetings are efficiently managed with agendas and minutes				
6.4.5.3	A full set of current school policies and procedures is maintained				
6.4.5.4	A set of relevant national and provincial policies and circulars is maintained				
6.4.5.5	Documents and files are efficiently stored and catalogued				
6.4.5.6	Mail and other correspondence is efficiently distributed				
<b>6.0</b>	<b>HUMAN RESOURCE MANAGEMENT</b>				
<b>6.4</b>	<b>Communication and administration</b>		VW	W	S VS
<b>6.4.6</b>	<b>Good written communication is expected from all staff</b>				
6.4.6.1	A high standard of presentation and layout of letters and documents is maintained				
6.4.6.2	The language of school letters and documents is clear, straightforward and friendly				
6.4.6.3	A high standard of language structure, grammar and spelling is maintained				
6.4.6.4	Letters are acknowledged without delay and answered as soon as possible				
6.4.6.5	Answers to letters, written queries or complaints are relevant and helpful				
6.4.6.6	Documentation is written and presented with the readership in mind				

6.0	<b>HUMAN RESOURCE MANAGEMENT</b>	
6.4	<b>Communication and administration</b>	VW W S VS
6.4.7	<b>The school stresses good telephone practice</b>	-----
6.4.7.1	Administrative staff ensure that telephones are answered quickly	-----
6.4.7.2	Initial telephone greetings and staff identification are friendly and helpful	-----
6.4.7.3	Telephonists are careful not to transfer calls without explanation	-----
6.4.7.4	Callers are not left waiting without explanation and apology	-----
6.4.7.5	Staff are careful not to make comments that might be overheard by the caller	-----
6.4.7.6	Staff are careful to return calls when they have undertaken to do so	-----
6.0	<b>HUMAN RESOURCE MANAGEMENT</b>	
6.4	<b>Communication and administration</b>	VW W S VS
6.4.8	<b>The school practises good reception technique</b>	-----
6.4.8.1	All areas used by visitors are kept clean and tidy	-----
6.4.8.2	The school tries to make visitors comfortable (seats, reading material etc)	-----
6.4.8.3	The school prospectus and other informative documentation is on display for perusal	-----
6.4.8.4	Visitors are greeted courteously and warmly at reception	-----
6.4.8.5	Staff ensure visitors are served quickly and do not have to wait without reason	-----
6.4.8.6	Visitors' business is handled with speed and efficiency by reception staff	-----
6.0	<b>HUMAN RESOURCE MANAGEMENT</b>	
6.5	<b>Development and training</b>	VW W S VS
6.5.1	<b>A staff development and training programme is implemented</b>	-----
6.5.1.1	The school has a policy statement on staff development and training	-----
6.5.1.2	Whole-school and individual training and development needs are identified	-----
6.5.1.3	In-service priorities for staff are identified through self-evaluation and appraisal	-----
6.5.1.4	Staff development and in-service programmes are costed and included in the budget	-----
6.5.1.5	Staff are encouraged to take in-service training in school or on external courses	-----
6.5.1.6	Staff report on content and value of in-service courses and other training attended	-----
6.0	<b>HUMAN RESOURCE MANAGEMENT</b>	
6.5	<b>Development and training</b>	VW W S VS
6.5.2	<b>The aims of development are in accordance with national and provincial guidelines</b>	-----
6.5.2.1	The aims of training are to assist educators in their professional development	-----
6.5.2.2	The aims of training are to assist educators in their career planning and development	-----
6.5.2.3	Development is a key feature in the management of educators in the school	-----
6.5.2.4	Development and training is designed to improve performance	-----
6.5.2.5	Development and training assists decisions on staff deployment	-----
6.5.2.6	Development and training is reflected in references for educators	-----
6.0	<b>HUMAN RESOURCE MANAGEMENT</b>	
6.5	<b>Development and training</b>	VW W S VS
6.5.3	<b>Development and training are linked to the school's quality process</b>	-----
6.5.3.1	Development is conducted in the context of the school's aims and mission statement	-----
6.5.3.2	Training focuses on each educator's contribution to implementing the development plan	-----
6.5.3.3	Development and training contributes to the educator's participation in working groups	-----
6.5.3.4	Development and training is carried out in the context of the educator's job description	-----
6.5.3.5	Development and training includes target-setting for performance	-----
6.5.3.6	Development of the principal takes account of the whole management process	-----

6.0	<b>HUMAN RESOURCE MANAGEMENT</b>	
6.5	<b>Development and training</b>	VW W S VS
6.5.4	<b>Development and training procedures are effectively organised</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
6.5.4.1	A management team member has responsibility for coordinating development and training	-----
6.5.4.2	Development and training arrangements are planned well in advance	-----
6.5.4.3	Development and training is conducted in a non-threatening manner	-----
6.5.4.4	Class observation for development and training is carefully prepared	-----
6.5.4.5	Development and training is agreed in advance and conforms to national / provincial advice	-----
6.5.4.6	Development and training documentation records are maintained	-----
6.0	<b>HUMAN RESOURCE MANAGEMENT</b>	
6.5	<b>Development and training</b>	VW W S VS
6.5.5	<b>Development and training is conducted in a structured manner</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
6.5.5.1	The school climate for development and training is positive and professional	-----
6.5.5.2	Staff have been fully consulted on development and training implementation	-----
6.5.5.3	Job descriptions have been drawn up and agreed with post-holders	-----
6.5.5.4	Individual records of staff development and training are maintained and updated	-----
6.5.5.5	Structured class observation is undertaken	-----
6.5.5.6	Development and training provides for career mobility	-----
6.0	<b>HUMAN RESOURCE MANAGEMENT</b>	
6.6	<b>Appraisal</b>	VW W S VS
6.6.1	<b>A staff appraisal programme is implemented</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
6.6.1.1	The school has a policy statement on appraisal	-----
6.6.1.2	Whole-school, departmental and individual issues are identified	-----
6.6.1.3	Appraisal assists in identifying development and training priorities for staff	-----
6.6.1.4	Staff development priorities arising from appraisal are costed and included in the budget	-----
6.6.1.5	Staff are encouraged to undertake in-service training as indicated through appraisal	-----
6.6.1.6	Staff report on the content and value of appraisal-related training	-----
6.0	<b>HUMAN RESOURCE MANAGEMENT</b>	
6.6	<b>Appraisal</b>	VW W S VS
6.6.2	<b>The aims of appraisal are in accordance with national regulations</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
6.6.2.1	The aims of appraisal include assisting staff to develop their skills	-----
6.6.2.2	The aims of appraisal include assisting staff in career development	-----
6.6.2.3	Appraisal is a key feature in the school human resources strategy	-----
6.6.2.4	Appraisal recognises achievement and identifies ways to improve performance	-----
6.6.2.5	Appraisal assists decisions on staff deployment for career benefit	-----
6.6.2.6	Appraisal provides a firm basis for fair and accurate staff references	-----
6.0	<b>HUMAN RESOURCE MANAGEMENT</b>	
6.6	<b>Appraisal</b>	VW W S VS
6.6.3	<b>Appraisal is linked to the school's aims and mission</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
6.6.3.1	Appraisal is conducted in the context of school aims and mission statement	-----
6.6.3.2	Appraisal focuses on the appraisee's contribution to the development plan	-----
6.6.3.3	Appraisal takes account of the appraisee's participation in school working groups	-----
6.6.3.4	Appraisal includes agreed elements of the appraisee's job description	-----
6.6.3.5	Appraisal includes target-setting for improved performance	-----
6.6.3.6	External appraisal of the principal includes the whole management process	-----

6.0	<b>HUMAN RESOURCE MANAGEMENT</b>				
6.6	<b>Appraisal</b>				VW W S VS
6.6.4	<b>Appraisal procedures are effectively organised</b>				
6.6.4.1	A management team member has responsibility for coordinating appraisal				
6.6.4.2	Appraisal and review arrangements are agreed with the appraisee in advance				
6.6.4.3	Appraisal is conducted in comfortable and non-threatening surroundings				
6.6.4.4	Class observation for appraisal is carefully prepared				
6.6.4.5	The reporting format is agreed in advance and conforms to national / provincial guidelines				
6.6.4.6	Confidentiality of appraisal proceedings is strictly observed				
6.0	<b>HUMAN RESOURCE MANAGEMENT</b>				
6.6	<b>Appraisal</b>				VW W S VS
6.6.5	<b>Appraisal is conducted in a structured manner</b>				
6.6.5.1	Staff recognise appraisal as an essential aspect of quality improvement				
6.6.5.2	Staff are fully consulted before the current round of appraisal				
6.6.5.3	Job descriptions have been agreed prior to appraisal				
6.6.5.4	Individual records of staff development / appraisal are maintained and updated				
6.6.5.5	A standard class observation schedule is used to ensure consistency				
6.6.5.6	Formal appraisal records are maintained				
7.0	<b>PHYSICAL RESOURCE MANAGEMENT</b>				
7.1	<b>Facilities management</b>				VW W S VS
7.1.1	<b>The governing body ensures suitable facilities are available to meet school needs</b>				
7.1.1.1	The use of facilities conforms to regulations regarding learner capacities				
7.1.1.2	Classrooms and teaching areas are suitable for the activities being undertaken				
7.1.1.3	Accommodation is provided for administrative and other activities				
7.1.1.4	The school resource centre is located in suitable accommodation				
7.1.1.5	The premises are adapted for the LSEN (ramps, toilets, doorways, alarms)				
7.1.1.6	Agreed timetabling arrangements are established for shared accommodation				
7.0	<b>PHYSICAL RESOURCE MANAGEMENT</b>				
7.1	<b>Facilities management</b>				VW W S VS
7.1.2	<b>Suitable playgrounds and playing fields are available</b>				
7.1.2.1	Playground areas are sufficient for the number of learners				
7.1.2.2	The playground is suitable for play				
7.1.2.3	The playground has markings for games				
7.1.2.4	Suitable fixed games equipment is provided for the activities undertaken				
7.1.2.5	Parking and delivery areas are separated from areas used by learners for recreation				
7.1.2.6	The playground is adequately fenced off from surrounding public areas				
7.0	<b>PHYSICAL RESOURCE MANAGEMENT</b>				
7.1	<b>Facilities management</b>				VW W S VS
7.1.3	<b>The layout of administrative offices ensures maximum efficiency</b>				
7.1.3.1	Physical layout ensures safe and comfortable working conditions				
7.1.3.2	Filing cabinets, storage shelves and cupboards are sited in accessible locations				
7.1.3.3	Equipment is sited where it will cause least annoyance to staff				
7.1.3.4	Shared machinery and equipment is located in areas of maximum convenience to all				
7.1.3.5	The layout facilitates efficient supervision and communication patterns				
6	Reception and meeting areas are sited where they will cause least interruption to work				

**7.0 PHYSICAL RESOURCE MANAGEMENT****7.1 Facilities management**

VW W S VS

**7.1.4 The premises are maintained in good condition**

7.1.4.1 Interior and exterior walls, windows, roofs and flooring are efficiently maintained

7.1.4.2 The programme of building maintenance is monitored and known to staff

7.1.4.3 Any unsafe areas of the premises are taken out of use and declared out of bounds

7.1.4.4 There is a grounds maintenance programme

7.1.4.5 Records are maintained of repairs and maintenance

7.1.4.6 There are procedures for reporting maintenance problems

**7.0 PHYSICAL RESOURCE MANAGEMENT****7.1 Facilities management**

VW W S VS

**7.1.5 Furniture and fittings are maintained in good condition**

7.1.5.1 Arrangements are made for the monitoring of the condition of furniture and fittings

7.1.5.2 Broken or unsuitable furniture is repaired or removed

7.1.5.3 There is a furniture replacement programme

7.1.5.4 Fittings are regularly checked for safety

7.1.5.5 Records are maintained for repairs and maintenance

7.1.5.6 Learners are encouraged to take care of furniture and fittings

**7.0 PHYSICAL RESOURCE MANAGEMENT****7.1 Facilities management**

VW W S VS

**7.1.6 The premises are made attractive and welcoming**

7.1.6.1 All areas of the school are signposted

7.1.6.2 Public areas have information boards and work displays

7.1.6.3 Comfortable waiting areas are provided for visitors

7.1.6.4 Measures are taken to prevent vandalism and graffiti and remove any quickly

7.1.6.5 Sufficient litter bins are provided and regularly emptied

7.1.6.6 Refuse and refuse containers are properly stored out of public view

**7.0 PHYSICAL RESOURCE MANAGEMENT****7.1 Facilities management**

VW W S VS

**7.1.7 Cleaning is carried out efficiently**

7.1.7.1 Cleaning standards are appropriate to school needs and school budget

7.1.7.2 The cleaning arrangements provide for emergency cleaning

7.1.7.3 Cleaning is monitored to ensure that it is carried out efficiently

7.1.7.4 Specialist areas (eg laboratories) are cleaned appropriately

7.1.7.5 Suitable facilities are provided for storing cleaning equipment and materials

7.1.7.6 Staff and learners cooperate with cleaning staff by keeping classrooms and desks tidy

**7.0 PHYSICAL RESOURCE MANAGEMENT****7.1 Facilities management**

VW W S VS

**7.1.8 Energy and water conservation is practised**

7.1.8.1 Learners and staff are made aware of the school's water and electricity consumption

7.1.8.2 Consumption and costs are monitored

7.1.8.3 Learners and staff are encouraged to conserve energy and water in the school

7.1.8.4 Notices promoting water conservation are displayed in the school

7.1.8.5 Energy and water saving advice is given to both learners and staff

7.1.8.6 Energy and water saving advice is sought from appropriate agencies

7.0	<b>PHYSICAL RESOURCE MANAGEMENT</b>	
7.2	<b>Management of general resources</b>	VW W S VS
7.2.1	<b>The governing body makes efficient arrangements for purchasing resources</b>	-----
7.2.1.1	The management team ensures all resources to be purchased give value for money	-----
7.2.1.2	Guidelines for quotation and tender are observed	-----
7.2.1.3	The official ordering procedures are used only for official school orders	-----
7.2.1.4	All orders are made / confirmed in writing on official pre-numbered order forms	-----
7.2.1.5	Ordering is undertaken only by those authorised	-----
7.2.1.6	Signatories for orders check items are appropriate and there is budgetary provision	-----
7.0	<b>PHYSICAL RESOURCE MANAGEMENT</b>	
7.2	<b>Management of general resources</b>	VW W S VS
7.2.2	<b>Up-to-date records of resources stock are maintained</b>	-----
7.2.2.1	An assigned member of staff is responsible for maintaining the official inventory	-----
7.2.2.2	The inventory includes the location of resources and the person responsible	-----
7.2.2.3	The inventory is checked at least once per year against physical items	-----
7.2.2.4	A resources catalogue is available for staff showing use and location of items	-----
7.2.2.5	The catalogue indicates which items can be borrowed by staff and learners	-----
7.2.2.6	Procedures exist to record equipment borrowed for use outside the school	-----
7.0	<b>PHYSICAL RESOURCE MANAGEMENT</b>	
7.2	<b>Management of general resources</b>	VW W S VS
7.2.3	<b>Resources are maintained in good condition</b>	-----
7.2.3.1	Resources are regularly checked by the person responsible	-----
7.2.3.2	Immediate action is taken to have defective equipment repaired or replaced	-----
7.2.3.3	Equipment is regularly maintained, where appropriate by a maintenance contract	-----
7.2.3.4	Damaged or unsafe equipment is withdrawn from use	-----
7.2.3.5	Records are kept of correspondence regarding maintenance of resources	-----
7.2.3.6	Procedures are established for reporting damaged or deficient resources	-----
7.0	<b>PHYSICAL RESOURCE MANAGEMENT</b>	
7.2	<b>Management of general resources</b>	VW W S VS
7.2.4	<b>Resources are stored securely</b>	-----
7.2.4.1	Regulations regarding security of materials and equipment are strictly observed	-----
7.2.4.2	Secure storage areas are available and kept locked when access is not required	-----
7.2.4.3	The inventory and catalogue indicate which resources must be held in a secure area	-----
7.2.4.4	Where possible, valuable resources are held in areas least subject to break-ins	-----
7.2.4.5	Keys to secure storage are held by appropriate staff	-----
7.2.4.6	There is a policy on access to secure storage by staff and learners	-----
7.0	<b>PHYSICAL RESOURCE MANAGEMENT</b>	
7.2	<b>Management of general resources</b>	VW W S VS
7.2.5	<b>School catering (eg tuck shop) offers attractive and healthy menus</b>	-----
7.2.5.1	Menus provide a reasonable element of choice	-----
7.2.5.2	Menus accommodate special dietary requirements (eg vegetarians)	-----
7.2.5.3	Menus are prepared taking account of the desirability of "healthy eating"	-----
7.2.5.4	Food and drink supplied is fresh and complies with "sell-by" dates	-----
7.2.5.5	Hot food is served appropriately hot and cold food is served appropriately cold	-----
7.2.5.6	The provision of catering is monitored by a senior member of staff	-----

7.0	<b>PHYSICAL RESOURCE MANAGEMENT</b>	
7.2	<b>Management of general resources</b>	VW W S VS
7.2.6	<b>School dining is organised as a pleasant experience</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
7.2.6.1	Efforts are made to make dining areas enjoyable and attractive	-----
7.2.6.2	Good order is maintained without the need for long queues	-----
7.2.6.3	Utensils, crockery and cutlery are clean and in good condition	-----
7.2.6.4	Catering staff are friendly and helpful	-----
7.2.6.5	Free meals are organised with sensitivity to the feelings of learners and parents	-----
7.2.6.6	Good table manners and eating habits are encouraged	-----
7.0	<b>PHYSICAL RESOURCE MANAGEMENT</b>	
7.2	<b>Management of general resources</b>	VW W S VS
7.2.7	<b>Cooking arrangements are safe and hygienic</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
7.2.7.1	Kitchen areas are clean, hygienic and safe	-----
7.2.7.2	Food preparation arrangements conform to current legislation	-----
7.2.7.3	Storage is hygienic and appropriate for the range of food used	-----
7.2.7.4	Kitchen waste is disposed of safely and hygienically	-----
7.2.7.5	A suitable catering staff area is provided with appropriate facilities	-----
7.2.7.6	Appropriate arrangements are made for the supervision and monitoring of catering	-----
7.0	<b>PHYSICAL RESOURCE MANAGEMENT</b>	
7.3	<b>Financial management</b>	VW W S VS
7.3.1	<b>Governing body responsibilities for financial management are efficiently discharged</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
7.3.1.1	The governing body has appointed an approved auditor as required by the Schools Act	-----
7.3.1.2	The governing body has set delegation limits for sub-committees / individuals	-----
7.3.1.3	The governing body has determined financial management reporting channels	-----
7.3.1.4	A register of personal interests exists for staff and members of the governing body	-----
7.3.1.5	All remits for financial management are set out in writing	-----
7.3.1.6	Responsibilities for financial administration are made known to all interested parties	-----
7.0	<b>PHYSICAL RESOURCE MANAGEMENT</b>	
7.3	<b>Financial management</b>	VW W S VS
7.3.2	<b>The budget is set according to priorities within school aims</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
7.3.2.1	Priorities from school audit and development plan determine financial allocations	-----
7.3.2.2	Allocations are based on cost analysis, learner contact and learning area needs	-----
7.3.2.3	Care / guidance provision is given an appropriate financial allocation	-----
7.3.2.4	Cross-curricular themes are included in budgetary allocations	-----
7.3.2.5	A medium term budget (for at least three years) links finance to education goals	-----
7.3.2.6	The governing body carries out its duty under the Schools Act to raise finance	-----
7.0	<b>PHYSICAL RESOURCE MANAGEMENT</b>	
7.3	<b>Financial management</b>	VW W S VS
7.3.3	<b>The budget is managed efficiently</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
7.3.3.1	Budget details and changes are promptly communicated	-----
7.3.3.2	The governing body ensures planned expenditure does not exceed budget allocation	-----
7.3.3.3	The finance committee prepares cash flow budget profiles and assesses virement needs	-----
7.3.3.4	Regular budgetary control reports are prepared for the governing body	-----
7.3.3.5	Where budget elements are delegated, expenditure is monitored by budget managers	-----
7.3.3.6	Delegated budget managers provide regular reports	-----

<b>7.0</b>	<b>PHYSICAL RESOURCE MANAGEMENT</b>				
<b>7.3</b>	<b>Financial management</b>		VW	W	S VS
<b>7.3.4</b>	<b>Budgetary control reports are prepared</b>				
7.3.4.1	Budgetary control reports give a clear indication of the school's financial position				
7.3.4.2	Reports show the budget for the year and actual, committed and total expenditure				
7.3.4.3	Reports show expected expenditure based on a valid expenditure profile				
7.3.4.4	Reports show variance to date with estimated outcome				
7.3.4.5	Reports are published in varying levels of detail according to the intended audience				
7.3.4.6	Detailed transactions are monitored and transaction reports prepared				
<b>7.0</b>	<b>PHYSICAL RESOURCE MANAGEMENT</b>				
<b>7.3</b>	<b>Financial management</b>		VW	W	S VS
<b>7.3.5</b>	<b>A system of internal financial control is established</b>				
7.3.5.1	To ensure internal check, at least two staff are involved with receipts and payments				
7.3.5.2	Calculating, checking and recording cash is separated from collecting or paying out				
7.3.5.3	Financial procedures are described clearly in the policy manual				
7.3.5.4	Payroll regulations are efficiently observed				
7.3.5.5	The master file is checked at least once each term for accuracy				
7.3.5.6	Financial records and documentation are retained for the official period				
<b>7.0</b>	<b>PHYSICAL RESOURCE MANAGEMENT</b>				
<b>7.3</b>	<b>Financial management</b>		VW	W	S VS
<b>7.3.6</b>	<b>School income is efficiently collected, recorded and deposited</b>				
7.3.6.1	School fund charging policy conforms to provincial guidelines				
7.3.6.2	Formal documentation and receipts are provided for all income transactions				
7.3.6.3	Records such as receipts and invoices are retained for accounting purposes				
7.3.6.4	Income collected is reconciled and promptly deposited in the bank				
7.3.6.5	Separation of duties is observed where possible and transfers of cash are signed for				
7.3.6.6	Debts are written off only in accordance with provincial guidelines				
<b>7.0</b>	<b>PHYSICAL RESOURCE MANAGEMENT</b>				
<b>7.3</b>	<b>Financial management</b>		VW	W	S VS
<b>7.3.7</b>	<b>Efficient arrangements are made for banking</b>				
7.3.7.1	Cheque transactions require two signatories				
7.3.7.2	A maximum value of transactions without governing body approval is established				
7.3.7.3	Bank statements are reconciled monthly and discrepancies are investigated at once				
7.3.7.4	Funds surplus to immediate needs are invested according to school policy				
7.3.7.5	Separation of duties is maintained where possible				
7.3.7.6	No school transactions are made through the bank accounts of individuals				
<b>7.0</b>	<b>PHYSICAL RESOURCE MANAGEMENT</b>				
<b>7.3</b>	<b>Financial management</b>		VW	W	S VS
<b>7.3.8</b>	<b>Petty cash is administered efficiently</b>				
7.3.8.1	Maximum petty cash levels conform to governing body guidelines				
7.3.8.2	Petty cash is used for minor items and not for transactions with regular suppliers				
7.3.8.3	Authorised petty cash holders maintain records of transactions				
7.3.8.4	School policy forbids personal cheques being encashed from petty cash				
7.3.8.5	The governing body arranges regular reconciliations and occasional spot checks				
7.3.8.6	The maximum value of petty cash held on the premises is covered by insurance				

7.0	<b>PHYSICAL RESOURCE MANAGEMENT</b>				
7.4	<b>Health, safety and security</b>		VW	W	S VS
7.4.1	<b>Health, safety and security procedures have been prepared</b>				
7.4.1.1	The policy manual contains current versions of safety documents for staff use				
7.4.1.2	Records are kept, including accident reports and routine checks				
7.4.1.3	An emergency contact list for both staff and learners is kept up-to-date				
7.4.1.4	Procedures on safety in outdoor pursuits and visits are maintained and implemented				
7.4.1.5	Fire precautions have been approved				
7.4.1.6	Staff know health, safety and security regulations, especially those relevant to their work				
7.0	<b>PHYSICAL RESOURCE MANAGEMENT</b>				
7.4	<b>Health, safety and security</b>		VW	W	S VS
7.4.2	<b>Staff are fully involved in health, safety and security procedures</b>				
7.4.2.1	Regular emergency drills are carried out and recorded				
7.4.2.2	Staff observe all regulations / precautions applying to their duties in and out of class				
7.4.2.3	A member of staff is delegated the duties of school emergency officer				
7.4.2.4	The arrangements for first aid are clear and known to all staff and learners				
7.4.2.5	Emergency representatives are given reasonable time off for training				
7.4.2.6	The school has a procedure for monitoring health, safety and security arrangements				
7.0	<b>PHYSICAL RESOURCE MANAGEMENT</b>				
7.4	<b>Health, safety and security</b>		VW	W	S VS
7.4.3	<b>Personal health and hygiene is given high priority</b>				
7.4.3.1	Toilets, showers, baths and washbasins are kept clean and maintained in good order				
7.4.3.2	Toilets are provided with soap, toilet paper and towels or hand driers				
7.4.3.3	Sanitary disposal facilities are available where appropriate and are suitably located				
7.4.3.4	Showers are available following sports activities and other activities as necessary				
7.4.3.5	First aid supplies are available and their location is known				
7.4.3.6	Rubber gloves and mouth-to-mouth resuscitators are available for emergencies				
7.0	<b>PHYSICAL RESOURCE MANAGEMENT</b>				
7.4	<b>Health, safety and security</b>		VW	W	S VS
7.4.4	<b>Learners are supervised appropriately</b>				
7.4.4.1	Learners are supervised in class, dining, outdoor / sports areas, corridors, toilets				
7.4.4.2	Staff carry out supervisory duties efficiently				
7.4.4.3	Supervision procedures take account of arrangements for wet or inclement weather				
7.4.4.4	On emergency closure, arrangements are made for learners with no access to their homes				
7.4.4.5	Arrangements for emergency closure are communicated to staff, learners and parents				
7.4.4.6	Guidelines for supervision on excursions and outdoor pursuits are followed				
7.0	<b>PHYSICAL RESOURCE MANAGEMENT</b>				
7.4	<b>Health, safety and security</b>		VW	W	S VS
7.4.5	<b>Security procedures operate to keep staff and learners safe</b>				
7.4.5.1	Procedures ensure that all visitors to the school report their presence and identity				
7.4.5.2	Staff know to ask any stranger what his or her business is in the school				
7.4.5.3	Playground supervision includes polite enquiry of strangers entering the premises				
7.4.5.4	Movement within the building is regulated to take account of safety precautions				
7.4.5.5	Learners are made aware of what to do if approached by a stranger in the school				
7.4.5.6	Security procedures have been approved by the police				

7.0	<b>PHYSICAL RESOURCE MANAGEMENT</b>				
7.4	<b>Health, safety and security</b>				VW W S VS
7.4.6	<b>Health, safety and security procedures operate in specialist activities</b>				
7.4.6.1	Floor and worktop surfaces are appropriate for the specialist activities				
7.4.6.2	Lighting, fume, dust extraction is efficient and appropriate for the specialist activity				
7.4.6.3	Machines have appropriate guards, low voltage and emergency stop circuits				
7.4.6.4	Appropriate protective clothing and gear is available and used by learners and staff				
7.4.6.5	Hazard labels are clear and used appropriately				
7.4.6.6	Emergency equipment (extinguisher, sand bucket, fire blanket, first aid) is available				
7.0	<b>PHYSICAL RESOURCE MANAGEMENT</b>				
7.4	<b>Health, safety and security</b>				VW W S VS
7.4.7	<b>The school has adequate insurance against risks</b>				
7.4.7.1	Insurance arrangements are reviewed annually to match sums insured against risks				
7.4.7.2	Insurers are informed of new risks, property, equipment or vehicles to be insured				
7.4.7.3	Fidelity guarantee (against defalcation or dishonesty by employees ) is arranged				
7.4.7.4	A third party is given indemnity only with written consent of the insurers and the district				
7.4.7.5	The insurers and the district are informed immediately of accidents or losses subject to claims				
7.4.7.6	Where possible, school property is insured when in use off the premises				
7.0	<b>PHYSICAL RESOURCE MANAGEMENT</b>				
7.4	<b>Health, safety and security</b>				VW W S VS
7.4.8	<b>The school has prepared a disaster recovery plan</b>				
7.4.8.1	The plan focuses on the school continuing after disasters such as major fire or flood				
7.4.8.2	An disaster recovery plan coordinator and steering committee are appointed				
7.4.8.3	An disaster recovery plan manual with contacts and procedures is prepared				
7.4.8.4	The plan covers management duties including computerised accounting facilities				
7.4.8.5	Requirements for six months emergency operation are prepared				
7.4.8.6	Disaster recovery procedures are periodically tested and revised				
7.0	<b>PHYSICAL RESOURCE MANAGEMENT</b>				
7.4	<b>Health, safety and security</b>				VW W S VS
7.4.9	<b>Emergency procedures are known to staff, learners and parents</b>				
7.4.9.1	Procedures on emergency alarm, heating, electrical or water failure are known				
7.4.9.2	Emergency instructions are displayed throughout the school				
7.4.9.3	Learners know who to contact in event of an incident in the playground or other area				
7.4.9.4	An up-to-date emergency contact list is always available in the school				
7.4.9.5	Parents are informed of emergency procedures for sending learners home				
7.4.9.6	Emergency procedures have been approved by police and fire services				