



The Guide to School Evaluation and Accreditation

PART 3

Major Statement of Conclusions

SELF-STUDY REPORT OF:

School: Northside Primary School

Address: P.O. Box 897
Gaborone
Botswana

Date Report Completed: 07 December 2005

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PERSONS RESPONSIBLE FOR PREPARING THIS SECTION OF THE REPORT:

Typed Name	Position	Signature
Garth Kitching	Deputy Headteacher	
Kerry Miller	Head of Infants/parent	
Lesley McCrory	Science Teacher	
Craig Brown	Std 7 Class Teacher/parent	
Mark McCarthy	Headteacher/parent	
Beverly Dunlop-Jones	Head of Special Needs	
Sarah Hinton	Class Teacher	



The Principal Strengths

- The Philosophy and Objective Statement commits the school to promote international and inter-cultural experiences for its students and commits the school to act within the auspices of the United Nations Declaration of Human Rights
- Students who are actively engaged in their own learning
- The development of a *whole* school culture of learning
- The school's commitment to on-going professional development
- The teaching and learning is supported by good resources and facilities
- Staff at Northside Primary School use their range of experience and teaching methods to effectively. They are committed to working as a harmonious whole to ensure the welfare of the students and success of the school
- The teaching and learning reflect the school's Philosophy and Objectives Statement to promote positive attitudes and to implement a curriculum that is balanced and challenging
- The school is committed to reducing class sizes
- The co-operation and effective working relationship between Council and the Headteacher is characterized by trust and open communication. The Headteacher and Deputy Headteacher attend all Council meetings by invitation and the Headteacher delivers a monthly report. The Headteacher is consulted on all policy and decision-making
- The Council is committed to ensuring long-term financial stability through sound planning and effective management and a recognized, external company audits the school annually
- There are effective procedures for identifying the learning needs of students, both at admission and thereafter
- Behaviour throughout the school is of a very high standard
- An attractive well maintained campus that offers a good physical learning environment



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- Northside enjoys excellent relations between all members of the school community. Respect and friendliness are actively valued and encouraged within and across the various groups of staff, students and parents
 - The school uses a wide variety of means to ensure parents are well informed about school life and their child's progress. It is constantly seeking to increase parental involvement

Principal Factors needing Strengthening

- The present Philosophy and Objectives Statement is not regularly communicated to the whole school community for review
- Responsibilities of staffs, parents, students, the whole school community and School Council are not stated in the Philosophy and Objectives
- There is no curriculum overview statement for the whole school
- Curriculum documentation throughout the school is inconsistent and is outdated
- There are limited links in curriculum documentation with the host community and its resources
- There is a lack of analysis of overall results of assessments, including standardised tests, for evaluating teaching and learning (curriculum) effectiveness against the Philosophy and Objectives
- There is no curriculum review cycle for each curriculum area
- There is no procedure in place for ensuring planning meetings between class teachers and specialists to support the units of inquiry
- Communication is inconsistent and not clearly defined between the Special Needs Department, specialist teachers, class teachers, parents and other relevant stakeholders for identification, tracking, monitoring and follow-up of students
- Students' reflection of their learning is not used to guide the evaluation of the teaching and learning
- The Council does not have a framework for the regular evaluation of Council performance and progress



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- The Council does not have a formal document pertaining to determining policies and the procedures and strategies that guide decision-making
 - There has been a lack of transparency in that a salary scale has not been published and conditions of employment were inconsistently applied
 - The new Appraisal and Professional Development Policy for all staff needs to be completed
 - There is no EAL Department
 - Provision for students of high ability or exceptional talent is limited and not included in all areas of the curriculum
 - Tracking of students through analysis of standardised tests and assessments is not consistently practiced
 - Medical information is not updated regularly, displayed or readily available
 - Communication of emergency procedures to the whole school community is lacking
 - There are no toilet facilities for the physically disabled
 - There is no forum for students and the staff to share opinions and information with each other
 - International awareness is not promoted in a consistently active way
 - Valuable opportunities for community service have not been fully identified and committed to by the whole school.

Proposals for Improvement

- There will be an annual review of the Philosophy and Objectives and any revisions resulting from this process will be communicated to the whole school community and appropriate recipients in the wider community
- To produce a curriculum overview statement
- To put in place a procedure to ensure planning meetings between class teachers and specialists to support units of inquiry
- To update and revise all curriculum areas and identify links and resources offered by the host country

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- To update and revise all curriculum areas and make provision for students of high ability or exceptional talent
- To monitor the effectiveness of the curriculum possibly through analysis of assessment results and standardised tests, tracking of students, reflection, planning and comparison to international benchmarks
- To effectively monitor and track progress of students through analysis of standardised tests and assessments
- To put in place a cycle of curriculum reviews and needs analysis for each curriculum area
- Ensure that communication channels between Special Needs Department, parents, teachers and other stakeholders are clear, understood and are followed for identification, tracking, monitoring and follow-up of students
- Responsibilities of staffs, parents, students, the whole school community and School Council need to be developed and stated specifically in the Philosophy and Objectives Statement
- The Council will develop an evaluation framework for the Council
- Develop a manual pertaining to policies and the procedures that guide decision-making, and a set of guidelines for decision- making for Council
- To increase provision for students of exceptional high ability or talent in all areas of the curriculum, including extra-mural and co-curricular activities
- To structure opportunities for students to provide feedback of their experiences of the teaching and learning at Northside Primary School
- The appraisal/staff development policy should be finalised and implemented as soon as possible
- New contracts based on the recommendations of the Remuneration Committee must be produced in 2006. Incorporated should be the Northside Primary School salary scale and clarification of the term 'fringe benefits'
- To employ an EAL teacher to develop and implement an EAL programme.

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- Medical records on students are to be updated. These should be communicated to teachers and clearly displayed in the Clerical Officer's Room with an explanation of the relevant emergency procedures
 - More practice and communication of emergency procedures to the whole school community
 - Access for the physically disabled to toilet facilities need to be provided
 - The Student Leadership Council should be established and a forum for the exchange of student information and opinion (e.g. publication and/or notice board) be considered
 - A 'Cultural Awareness' committee is put in place to consider ways in which the school can promote more actively an awareness of international and local events and cultures through both the curricular and co-curricular programmes
 - Teaching staff to identify valuable opportunities for community service, e.g. each class to undertake a termly project or develop a link with an organisation or charity. A community service committee to be established to oversee this area.
 - Structures such as action plans need to be created to monitor the effectiveness in implementing the Philosophy and Objectives Statement.
 - There will be an annual review in the form of a questionnaire of the Philosophy and Objectives Statement by staff, parents, students and the School Council. This will take place at the end of the first term. (April / May) Any revisions resulting from this process will be communicated to the whole school community and appropriate recipients in the wider community.
 - The school will investigate opinions on the effectiveness of the Philosophy and Objectives on student learning.
 - It is a recommendation that the school commits to monitoring each curriculum area in the light of the Philosophy and Objectives Statement as a guide. This monitoring process will form part of the annually academic programme.
 - Northside Primary School will use the Philosophy and Objectives Statement, as a guide when planning strategically and making decisions that will affect the school.
 - If evidence is gathered that shows that the aspirations expressed in the Philosophy and Objectives or areas thereof are not being achieved, the Headteacher, in

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consultation with staff will establish positive strategies to ensure that they are achieved.