



Improving your schools

School Support Officer's Handbook



Acknowledgement

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Introduction to the School Support Officer's Handbook

Welcome to the School Support Officer's Handbook.

The name of this role is different in some states. For the purposes of this handbook, a 'School Support Officer' (SSO) is any person based at an LGEA who works to improve the quality of teaching and learning by visiting and working with schools. In different States an SSO could be supported by a member of the State School Improvement Team (SSIT), or the Teacher Development Team (TDT).

This handbook is designed as a reference for School Support Officers to consult as they carry out their roles and responsibilities. The handbook will guide them to improve each school they work with by supporting teachers, Head Teachers, and other LGEA staff. The focus for SSOs and those they work with is improving the quality of teaching and learning.

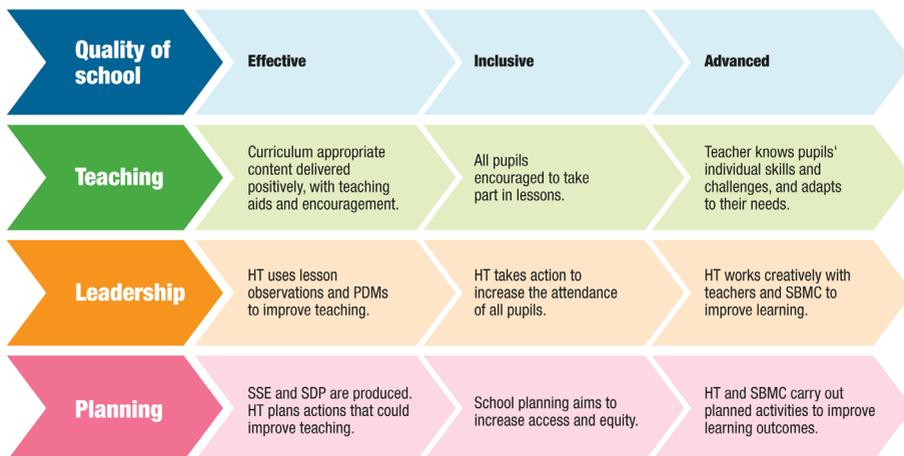
The handbook provides guidance on three main areas of their work: improving classroom practice, strengthening school leadership, and gathering and sharing information about schools.

The best SSOs will recognise that all schools, Head Teachers, and teachers are different. They need different things and achieve different kinds of excellence. This means that the best SSOs do not spend their time pretending to know all of the answers and telling people what to do. The best SSOs spend their time watching, listening and discussing, and trying to help other people to do their jobs better. This handbook gives some suggestions about how to do this but it is not an instruction manual and it does not have all of the answers.

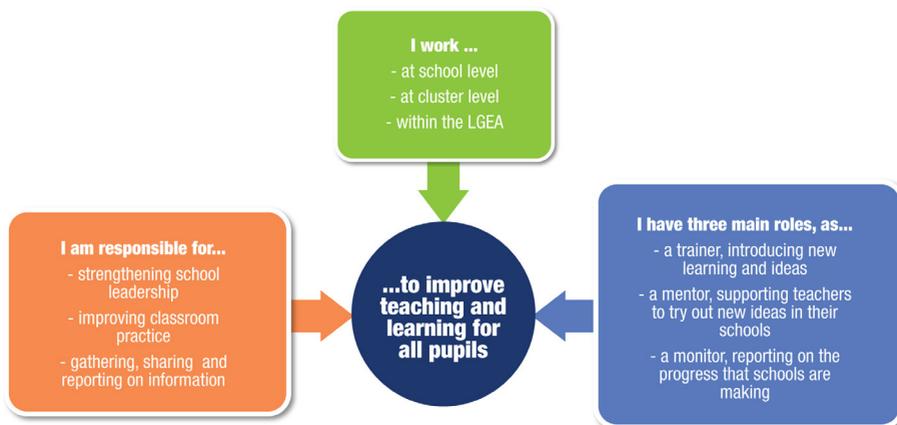
This handbook should be used in conjunction with the Head Teacher's Handbook. In some States Teachers' Guides and video clips are available; if they are, then these should be used as well.

I am an SSO and I...

...am the key agent of change for a cluster of schools.
My vision is that all of the schools in my cluster work to improve all pupils' learning by increasing the quality of teaching, leadership, and planning.



I have three roles, improve three areas, and work at three levels



I know that nobody has all of the answers. I use my knowledge of what is happening in other schools in the cluster and by discussing problems with other SSOs, to help Head Teachers and teachers to solve their own challenges.

This means that I always ask myself...

- Can this challenge be addressed using something I learned during training?
- Has this challenge also appeared in another of my cluster schools?
- Has this challenge also appeared in another SSO's school?
- Which Head Teachers or teachers could I discuss this with in my cluster schools?
- Who could I discuss this with at my LGEA?
- Which SSIT member could I discuss this with?

As a professional, I reflect on my own performance. I ask other SSOs, my Head Teachers, members of LGEA management, and myself how I can improve my knowledge, delivery, and relationships.

I manage change, and help other people manage change, and I know that this takes time and happens differently in each school and individual that I work with.

I remember change requires people to:

Unfreeze → **Change** → **Re-freeze**

I am not an inspector or supervisor, but a mentor and critical friend. My role is not to judge, but to support. To be a supportive mentor, I need to develop **effective relationships** with the people I work with, especially teachers, Head Teachers, other SSOs, and LGEA management.

In order to develop effective relationships, I...

- listen as much, or more, than I talk
- ask questions rather than make demands
- smile and praise
- identify how I can help
- be the change I want to see.

SSO's roadmap to success

The most important thing I do is to visit each of the schools in my cluster. I do this to understand what is happening there, and to give support and advice to the teachers and Head Teacher.

At the end of each visit, I agree with the Head Teacher what will happen next in the school, what I will do for the school when I return to my LGEA, and when I will visit again.

Every week I...

- visit at least one school
- discuss the schools in my cluster with other SSOs
- discuss the schools in my cluster with a member of LGEA management
- reflect on what I have done to help my schools improve.

When I visit a school, I spend the whole day there. **Appendix 1** shows an example plan for a day in school.

Every term I...

- write a report on the progress of each school in my cluster
- discuss each report with that school's Head Teacher and SBMC Chair
- discuss each report with that school's SMO
- write a Cluster report summarising all of my schools' School reports
- discuss the progress and challenges in my schools with the other SSOs
- identify what I have done well that term, and what I want to improve next term
- share the reports and some significant achievements or challenges in my schools with a member of LGEA management.



1

Improving classroom practice

Schools exist so that children can learn. Therefore, improving how teachers work with pupils is the most important part of an SSO's role.

By learning more about effective teaching through discussion, observation, and training, and by sharing this with teachers and Head Teachers, I will be able to transform pupils' experience of school.

How to make lesson observations effective

In my cluster, all Head Teachers carry out lesson observations regularly and keep up to date records.

This is important because the observation and feedback process will improve the quality of teaching and learning. Simply by carefully watching a lesson and then discussing it together the Head Teacher helps the teacher to improve. But this is not all. The lesson observation record is one of the most important records in the school. It shows how good teaching is in the school, helps the Head Teacher make decisions on professional development activities and provides me with important information for the School report.

As the SSO, my responsibilities are to:

- Develop Head Teachers' capacity to carry out good quality lesson observations and give useful positive feedback
- Strengthen the schools' systems for carrying out and recording lesson observations
- Discuss progress with the Head Teachers, helping them to use learning from the observations in their staff development planning
- Reflect on what I have done, seen and discussed so I can share information within the LGEA.

What are the steps?

1. At cluster trainings or workshops I work with Head Teachers, explaining how and why to conduct and record lesson observations.
2. During school visits, I...
 - make sure Head Teachers have established a school system for lesson observations, following the guidance in the Head Teacher's Handbook
 - carry out a lesson observation, including giving Two stars and wish feedback, with the Head Teacher. I help them to do this effectively by following the guidance in the Head Teacher's Handbook
 - help the Head Teacher to complete the lesson observation record, making sure it is accurate and up to date
 - discuss progress with the Head Teacher.
3. After each school visit, I reflect on the lessons I have observed and how well the Head Teacher is carrying out lesson observations. I can record this in my visit report, and share good practice with other Head Teachers.

Why carry out a lesson observation with the Head Teacher?

It helps me to...

- assess the quality of the Head Teacher's observations and feedback so I can support them to improve
- deepen the Head Teacher's understanding of effective teaching by discussing what we have both seen

What makes a lesson observation record effective? It....

- is up to date (the Head Teacher updates it on the day of an observation)
- is easily accessible in the Head Teacher's office
- includes the names of all the teachers
- includes dates for the observations that have been agreed with the teacher
- reflects the same achievements as shown on the Two stars and a wish forms
- shows the Head Teacher observes at least 10 lessons in a term.

What changes do I expect to see?

- Class teachers know that their managers are interested in how well they teach, so they try harder.
- Head Teachers have an evidence-based understanding about the effectiveness of teaching in their schools. They know who can teach well and who needs support. This helps them plan useful professional development activities.
- Head Teachers and SSOs plan professional development activities that are needed by their teachers.

For more information about effective lesson observations

- see **How to carry out a lesson observation** in the Head Teacher's Handbook
- read and discuss the sessions on lesson observations in the Leadership programme training manual for Head Teachers (Leadership 5, sessions 6-8)
- watch the DVD or a video clip showing a Head Teacher observing a lesson and discuss them with fellow SSOs.

Now read **How to compile School and Cluster reports** to see how information from lesson observations is used.

How to support school based professional development activities

All schools in my cluster benefit from simple programmes of well planned professional development activities that aim to improve teaching and strengthen learning. These programmes take place within each school and address its needs.

This is important because school based activities reach all teachers, not just some. Teachers can learn from and with each other, supporting each other as they put their learning into practice in their classrooms. The Head Teacher is responsible for leading this programme but I use my skills, understanding and knowledge to help them.

As the SS0, my responsibilities are to:

- Understand the needs of each of the schools in my cluster
- Help each Head Teacher to develop, implement and review their programme of activities to meet these needs
- Encourage the Head Teacher to create a supportive environment in which staff understand the programme and enjoy participating in it
- Reflect on the different strengths and weaknesses of schools within my cluster and identify ways in which schools can support each other.

What are the steps?

1. At cluster meetings, I...

- work with Head Teachers, introducing school based professional development activities
- help Head Teachers practice leading professional development meetings, which form a very important part of professional development programmes, following the guidance in the Head Teacher's Handbook.

2. During school visits, I...

- guide the Head Teacher to identify teaching and learning issues within the school, by looking at information from lesson observations, School reports and, most importantly, by talking to the teachers and pupils themselves
- remind Head Teachers of the range of professional development activities and support them to put together a varied programme
- remind Head Teachers to involve their teachers in this plan ensuring their understanding and agreement
- support the Head Teachers as they implement the programme, giving them practical help (e.g. by co-facilitating a PDM or doing a demonstration lesson myself)
- observe the growing confidence and capacity of the Head Teachers and adjust my level of support accordingly
- help the Head Teacher to review the impact of the activities, looking at the difference they are making and what the school should do next.

3. After each school visit I reflect on the discussions I have had and any professional development activities I have participated in and I...

- record progress in my visit report
- look for similarities and differences between schools and identify common needs or how a strong school might support other schools.

What activities can a Head Teacher choose from?

- Professional Development Meetings
- lesson observations by the Head Teacher
- watching and discussing other teachers' lessons
- school based meetings to share ideas about using the lesson plan and prepare materials
- watching the DVD all together
- watching and discussing the video clips in pairs
- working on the Teachers' Guides in pairs and groups

How to motivate teachers When carrying out Professional development activities the Head Teacher and I...

- praise all teachers for trying their best
- encourage teachers to learn from each other
- invite teachers to visit other schools to share their expertise
- encourage teachers to ask for support from their colleagues

What changes do I expect to see?

- Class teachers trying new ideas from the videos and the lesson plans so pupils become more involved in their learning
- Head Teachers spending time every day encouraging their teachers
- School and LGEA staff talking about teaching and learning and how to improve it!

For more information about professional development activities

- see the **Improving teaching and learning section** in the Head Teacher's Handbook
- read and discuss the sessions on professional development meetings in the Leadership programme training manual for Head Teachers
- discuss with fellow SSOs how the Teacher Guides from the TDP-supported States contribute to professional development.

Now read **How to manage a cluster of schools** to see how good practice can be spread within your cluster.

How to organise a cluster activity

Teachers in my cluster can use a range of teaching skills to deliver effective numeracy and literacy lessons. Head Teachers know how to encourage and help them to improve.

Although most of my time is spent supporting Head Teachers and teachers within the school itself, I also lead a range of activities at cluster level. These are important opportunities for staff from different schools to come together and to be introduced to new leadership techniques or advanced teaching skills. I know the importance of careful planning, teamwork and good communication skills to make these activities effective.

As the SSO, my responsibilities are to:

- Be very clear about the purpose and content of the activity, how it will benefit my schools and how I will follow it up
- Prepare carefully with fellow SSOs, well before the activity
- Act as a role model throughout the activity so Head Teachers and teachers can learn from a good example
- Reflect on and develop my professional skills as a facilitator.

What are the steps?

1. To prepare a cluster activity I...

- follow the programme of my LGEA/State to identify the topic for each activity
- make sure I and my fellow SSO understand all the content for the activity, and if I have a challenge I contact my SSIT/TDT or my ES/HoS
- highlight or underline the main points of the notes for my sessions
- ensure all the schools in my cluster are informed about the date, time, venue and who the expected participants are, for the activity
- make sure all materials are ready; including handouts, flipcharts, written charts, materials for games or group activities, lesson plans booklets, textbooks etc.

2. During the cluster activity I act as a role model for the participants by...

- using time well; starting and finishing on time, encouraging punctuality and explaining the importance of being time conscious
- demonstrating effective teaching; clear use of charts and the board, well structured sessions (introduction, activities, summaries), good use of open questions, good mix of whole class, group and individual work
- demonstrating inclusive teaching; using gender sensitive questions, involving all participants in activities, supporting participants that find it difficult, using different communication approaches, assessing the participants and adjusting the level accordingly
- making sure the venue is well organised, neat and conducive
- remembering at all times I am working with adults.

3. After each cluster activity I follow up during school visit, so that I can...

- observe the implementation of the cluster activity
- discuss progress with the Head Teacher and teachers, checking for understanding and offering support if necessary
- record my conclusions in my visit report and reflect on any follow up actions.

A good chart

- can be read from the back of the room
- contains only key points
- is **not** read out, it is explained and discussed; I face the group not the chart!
- will help keep me on track
- will remind participants about key ideas

Different cluster activities

- lesson plan training
- leadership training
- cluster meeting
- workshops
- continuous school improvement
- Head Teacher meeting

What changes do I expect to see?

- Head Teachers and teachers trying out new leadership techniques and advanced teaching skills back in school, and asking for further support during visits.
- Head Teachers using improved facilitation skills themselves in their professional development meetings.

For more information about organising cluster activities

- discuss with fellow SSOs how the Teacher Guides support cluster activities.

Now read the **How to manage my cluster** page to see how you can help schools to learn from each other.



2

Strengthening school leadership and development

Head Teachers are key to schools improving. It is their role to work with teachers, parents, and members of the community to ensure that all pupils are able to learn. Through regular schools visits to discuss what they have done and what else they can do, and by building my relationship with Head Teachers, I can empower them to change their schools so that all pupils are welcomed and able to learn.

How to support school development planning

Every school in my cluster makes a School development plan. Each year the whole school – the SBMC, teachers and pupils, and other stakeholders (people with a close interest in the school) – get involved in a planning process which ensures the school keeps improving. This is important because it focuses everyone on planning and carrying out activities which aim to improve learning outcomes for all pupils.

The Head Teacher leads this process, and I use my knowledge, understanding and skills to support and encourage them. I also use my communication skills to act as a bridge between the schools in my cluster and the LGEA.

As the SSO, my responsibilities are to:

- Understand the purpose, steps and responsibilities in the overall school development planning process so I am able to help each Head Teacher
- Understand the difference between part 1 and part 2 (as in the boxes below) of the plan
- Help keep all stakeholders focussed on the goal of improving learning outcomes
- Encourage the Head Teacher to maintain a strong relationship with the SBMC and LGEA staff
- Reflect on the schools within my cluster and make sure I have a good picture of their different needs, so I can offer support and follow up.

What are the steps?

1. At cluster meetings, I...

- explain and discuss the School self evaluation, school development planning and financial management processes with the Head Teachers
- share experiences with the Head Teachers on activities from their plans that lead to achieving their goals.

2. During school visits, I...

- remind the Head Teacher to work closely with the SBMC
- encourage the Head Teacher to begin the planning process by leading the School self evaluation
- make sure the plan has a good balance of part 1 activities; those that the school can get on and implement themselves
- support the Head Teachers as they develop and implement the School development plan, encouraging them to keep going!
- discuss the cash book with the Head Teacher (and the SBMC treasurer), helping them to keep it up to date
- meet with the SMO (at least one visit a term) to discuss the process, the plan and shared responsibilities to help achieve the plan's goals
- help the Head Teacher to review the impact of School development plan activities, looking at the difference they are making and what the school should do next
- observe school development plan achievements in the school and adjust my level of support accordingly.

3. After each school visit I reflect on the discussion and experiences I have had, so that I can...

- record progress in my visit report
- look for similarities and differences between schools and identify common needs for future support
- inform my Head of Section about challenges that arise from plans in my cluster
- meet with my Head of Section to ensure common / prioritised capital fund activities (part 2 of the plan format) from each school development plan are captured in LGEA planning strategy
- follow up on the progress made to address capital fund activities, for example by collaborating with the contractor who is building a classroom block or following up with the carpenter who is making additional furniture.

**Activities for SDP part 1:
activities needing little or no funds**

A good plan is mostly made up of these. They need little external funds, so they can be implemented. There will be some visible improvement!

- collecting teaching aids
- repairing black boards – this one really makes a difference!
- buying or repairing sports equipment
- cleaning and painting the classrooms
- transport costs for teacher exchange visits
- buying or making materials (reading, first aid etc)

**Activities to support SDP
part 2: activities needing
capital funds**

A good plan prioritises one or two of these. They **are** important, but not every school may receive support – a plan that only contains these may see no improvement.

- building additional classroom blocks.
- repairing roofs or windows.
- providing tables and chairs.
- fencing the school premises.
- providing textbooks.
- appointing community teachers
- water and sanitation

What changes do I expect to see?

- Pupils and teachers contributing to school development by suggesting activities and goals
- Head Teachers collaborating effectively with the SBMC
- Schools and LGEAs taking actions based on School development plans.

For more information about school development planning

- see the **Improving planning section** in the Head Teacher's Handbook
- read and discuss the sessions on school development planning in the Leadership programme training manual for Head Teachers.

How to promote inclusion

All the schools in my cluster are inclusive schools.

This means that no children in the communities we serve are left out; all children are encouraged to come to school and are made welcome there. But, a truly inclusive school is about more than this. In everything it does, an inclusive school helps every child to reach their potential; Head Teachers think about this when leading school self-evaluations and development planning; when they lead professional development meetings, on self-esteem or assessment for example, and during lesson observations they encourage teachers to include every pupil. During lessons, but also outside of class – during breaks and in co-curricular activities for example – teachers try their hardest to think about all pupils as individuals.

This is not easy for them, and I take every opportunity to discuss how to be more inclusive with Head Teachers and teachers.

In turn, this is not easy for me! I must constantly develop my understanding about inclusion and always work with an inclusive mind when visiting schools, collecting data or writing a report.

As the SSO, my responsibilities are to:

Learn more

I find different ways to increase my own knowledge, skills and understanding about inclusion, for example I look for information on the internet and I discuss new ideas with my colleagues.

Share experiences

I look for opportunities to share good practice on inclusive approaches, for example by demonstrating how to work with pupils' different levels of learning, by giving different assignments for slower, average and faster learners.

Be a role model

In everything I do in schools I demonstrate inclusive practice, thinking how my actions will be seen by others and how those actions can encourage others to act inclusively as well. For example, was I respectful and encouraging in my discussions with everyone?

Reflect further on my practice

After every visit, I think about whether I did all I could to promote inclusion. For example, did I think about all the children in the community when discussing access challenges with the SBMC? I decide how I would do this differently next time.

What are the steps?

1. During my school visits I promote inclusion by...

- acting as a role model in my discussions with the Head Teacher by using friendly and positive communication techniques myself
- helping Head Teachers give lesson observation feedback which promotes inclusive teaching
- helping Head Teachers carry out their responsibilities as described in their Handbook to monitor and improve enrolment and attendance
- meeting with the SMO regularly to discuss combined support for the school; reflecting on challenges from reports and discussing possible solutions
- encouraging Head Teachers to welcome parents and other community members into the school as equal.

2. When collecting data I ensure inclusiveness by...

- making sure I collect evidence about the challenges that different pupils in my schools have, and about how well my schools are supporting disadvantaged pupils or groups of pupils
- looking for inclusive solutions when writing reports, describing specific suggestions for specific challenges to ensure all pupils' needs are met.

3. When working in the LGEA, I encourage my SSO and SMO colleagues to have an open, inclusive minds and look at issues from different points of view; how can we increase accessibility for pupils with a disability, increase possibilities for pupils from poor backgrounds or improve support for pupils with behavioural problems.

Working with an inclusive mind with the Head Teacher, by...

- **demonstrating** positive approaches and respect in the way I speak, e.g. “Well done, I can see lots of good teaching. Can you tell me what you did to support the teachers in this?”
- **using open questions** to encourage them to think of their own solutions to problems, e.g. “How do you think you can encourage the SBMC to help monitor attendance?”
- **reminding** them to give inclusive feedback, e.g. “What happened with the boy at the back of the classroom? Was he disturbing the class? What did the teacher do? Did this help the pupil to understand what behaviour is expected of him? How do you think the teacher can do this differently next time? How will you support this teacher?”

Working with an inclusive mind with teachers, by...

- **demonstrating** how to treat all pupils equally and with respect, not focussing always on one or two pupils, and showing how to use different forms of praise
- **introducing** alternative teaching aids that support pupils with disabilities, such as enlarged flashcards for visual impaired pupils
- **discussing** the importance of getting to know the individual pupils to understand them better, and how taking an interest in pupils with different behaviour can help understand the cause of this behaviour
- **helping** teachers manage pupil behaviour by setting and explaining standards of behaviour, and avoiding saying “don't ...”
- **guiding** teachers to assess pupils effectively e.g. making sure the teacher goes back over a topic with those pupils who don't achieve the learning outcomes for a weekly lesson, to help all pupils understand

What changes do I expect to see?

- School development plans containing activities which promote inclusion
- Head Teachers monitoring registers and working with their SBMCs to make sure all pupils come to school
- Headteachers using two stars and a wish feedback to encourage teachers to think about teaching inclusively
- Teachers assessing their pupils' learning and using these assessments to try and meet all pupils' needs.

For more information about inclusion

- read and discuss the sessions on inclusion in the Leadership programme training manual for Head Teachers; Leadership 4: Capturing the needs of all pupils in the school improvement cycle (sessions 2-4 and 9) and all the sessions in Leadership 6: Raising the achievement of all pupils
- see **How to make the school more inclusive** and **How to assess learning** in the Head Teacher's Handbook
- read and discuss the Assessment Booklet and the weekly pages in the Lesson Plans for P4 and 5
- discuss with fellow SSOs how the Teacher Guides support inclusion.

How to carry out a school visit

I visit all the schools in my cluster three times a term, and stay for the whole day. These visits are support visits; I observe and listen, and then try to help. I encourage schools to aim higher. My visits are not inspections. The single most important thing I can do is to look at what learning is happening, and based on what I see, help the Head Teacher and teachers to do even better.

Visits are important because only by visiting can I know each of my school's strengths and weaknesses. Workshops can be useful for introducing new ideas, but during visits I can ensure that new ideas are put into practice, and so bring about real change.

As the SSO, my responsibilities are to:

- Mentor the Head Teacher during one to one discussions in school. I help them with their key role of improving classroom practice as well as their school leadership activities, and ensure they follow the guidance in the Head Teacher's Handbook
- Track what is happening in all areas of school improvement, gathering information to report on how well the school is progressing.

What are the steps?

1. Before each visit, I...

- agree the date of the visit with the Head Teacher (this should be recorded on my sign up sheet, so the LGEA knows about the visit)
- look at records of previous visits to the school and reflect on all I know about how well the school is progressing
- think about what should be happening in the school (e.g. is it time to review the School development plan?) and what the school has been working on since my last visit
- speak to the SMO and any other LGEA officers who have visited the school recently
- make a specific plan, agreed with the Head Teacher, for what we are going to try and achieve during the visit
- remind my Head of Section and my SSIT about the visit and what I plan to do. I encourage them to visit with me occasionally
- plan how to get to the school before the start of the school day.

2. During school visits, I...

- meet the Head Teacher when I arrive and check the day's outline. Appendix 1 shows a possible outline which I adapt to suit the school's needs
- remember that I am working with adults, respecting their experience and trying not to disrupt their work
- don't try to do too much! From the suggestions on the next page I must include the first three activities and a couple of others. Remember it's always good to find time to talk to the pupils!
- make sure I use all the time I can, including breaks
- leave enough time at the end to talk to the Head Teacher; share what I will be writing in my visit record and agree what (and how) the school will work on before my next visit.

3. After each school visit, I...

- reflect on the visit and complete my school visit record
- think how to use positive ideas from the visit to help other schools
- ask the SSIT or my fellow SSOs if I observed a challenge that I do not know how to address
- share the visit record with the SMO and the HoS.

What can I do to support the school during a visit? I can...

- **talk with the Head Teacher**
- **make a note of everything I see for discussion and reporting**
- **carry out a lesson observation with the Head Teacher**
- discuss lesson observation records
- discuss other school records such as attendance records and SSE / SDP
- discuss professional development meetings and support the Head Teacher to prepare for them
- monitor the arrival of teachers in school at the start of the day and the start of lesson times
- meet with the SBMC
- walk around the school to monitor the condition of buildings and classrooms
- talk to teachers about their planning, preparation and delivery
- **talk to pupils about lessons!**

What changes do I expect to see?

- At school level, Head Teachers and teachers trying new ideas are willing to try new ideas because of the support and encouragement I give them. As a result leadership is stronger and lessons improve
- At LGEA level, officers talking about how schools are changing because the SMO and I share our experiences about school improvement in my cluster with them.

For more information and help about effective school visits

- read **sections 2 and 3 of the Head Teacher's Handbook** to understand the Head Teacher's role better. This leads to better mentoring
- discuss with fellow SSOs how they carry out school visits; if possible going on visits with them to observe what they do.



3

Gathering, sharing and using information

SSOs are in a unique and critically important position. By seeing what good work a particular teacher or Head Teacher is doing, and by sharing that with other schools, I can help everyone to improve. By sharing my knowledge with other SSOs, I can help their schools to improve. By sharing successes and challenges with LGEA management, I can find more support for my schools and also have an impact on schools across my LGEA and State.

How to compile School and Cluster reports

My LGEA and SUBEB use good quality data for decision-making. I play an important role in gathering and sharing accurate and timely information by producing School and Cluster reports.

This is important because data must be based on evidence about the effectiveness of each school. As a School Support Officer I know my schools well; I visit them regularly and so I am able to monitor their progress regularly. I know that different groups of people will read these reports, and that they need different types of information.

As the SSO, my responsibilities are to:

- Gather information to produce a **School report** every term for each of my schools, which I share with my schools
- Compile my School reports in to a **Cluster report** every term, which I share within the LGEA.

What are the steps?

1. Before I begin, I...

- think about the different purposes of the two reports; who will read them, how they will use them and what information they need to contain
- make sure I know the deadlines for completing the reports and allow enough time for discussing them with the schools
- make sure I understand the forms by reading them carefully and discussing them with other SSOs, a SSIT or my Head of Section
- look at the top sections of the reports and complete everything apart from the **How many standards did the school meet** sections; Appendix 2 page 2 helps me
- review the information I have, and if there are gaps, decide how I will work with the Head Teachers to gather the missing information.

2. To produce the School report, I...

- record information for each criteria which I have gathered during each school visit, consulting with the Head Teacher in each school if information is missing
- pay special attention to the standard for effective lessons, transferring information from the Head Teacher's lesson observation record
- work out which standards the school has met and at what level and circle **yes** or **no** for each standard, at effective, inclusive, and if possible advanced levels, as is shown in the sample report in Appendix 4
- finalise the top section of the report, by ticking how many standards were met at effective level, how many at inclusive level, and, if possible, how many at advanced level. The guidance on basic information in Appendix 2 and the filled in example in Appendix 4 will help me; in each row, only one of the boxes should be ticked (one number for effective, one number for inclusive, and one number for advanced)
- reflect on the information I have gathered and write comments in response to the questions in each standard. I give clear examples of what I have seen in the school to people working there
- discuss the School report with the Head Teacher, and give them a copy. Together we discuss it with people in, or close to, the school such as the teachers and SBMC
- use it when deciding on school based professional development activities and when the school is working on its School development plan
- discuss the School report with the SMO responsible for that school.

3. To produce the Cluster report, I...

- add up the number of teachers who have achieved each criterion from my School reports. I put the total number for each criterion in the corresponding box on the Cluster report
- do the same for the other criteria, but this time I add up the number of ticks – each tick counts as **1**
- do the same for each standard at each level – each time adding up the number of ticks from my School reports and putting the total in the corresponding box on my Cluster report
- do the same for all of the boxes at the top of the page, including the **number of schools that have the following number of standards:** I add up the numbers or ticks in each box from my School reports and put the total in the corresponding box. If the total for a particular box is **0**, I can put **0** or leave it blank. Appendix 3 will help me and I can look at the sample filled in form in Appendix 5
- write a comment summarising the situation in my cluster for each of the standards in turn. Appendix 3 and Appendix 5 have some sample comments
- reflect on what the Cluster report is telling me. I discuss it with other SSOs and SMOs. I identify some things that all of my schools seem to be doing well, and something that they all seem to find difficult. I reflect on what I could do to support them, and who could help me to address their challenges
- share the report with my colleagues within the LGEA, making clear what my schools have achieved and pointing out what help they need from the LGEA to improve further

What information do I get from the lesson observation record?

- the numbers of teachers meeting each criteria within **teachers delivering an effective lesson**
- the number of teachers meeting the standard for teaching at effective, inclusive, and advanced levels
- the total number of teachers in the school
- whether the Head Teachers carried out ten or more observations in the term (criteria for professional leadership)

How to write useful comments on the School reports

The comments sections give the chance to describe **how well** something is happening, rather than simply reporting on numbers.

So, think about including:

- specific activities a school has done to meet the criteria
- additional activities schools have done not covered by the criteria
- an example of a particularly impressive school, teacher, or Head Teacher
- examples of what stakeholders say about the activities

What changes do I expect to see?

- LGEA staff take decisions based on detailed and transparent evidence about all the schools and what they are doing to help all children learn more.
- School staff and SBMC members feel that they play a part in building up this accurate LGEA-wide picture.

For more information and help about effective school visits

- look again at the lesson observation record in the Head Teacher's Handbook
- study Appendix 2, the **School report** and Appendix 3, the **Cluster report**
- discuss Appendix 4, a sample **School report**, and Appendix 5, a sample **Cluster report**, with fellow SSOs.

Now read the following **How to** pages to see how School and Cluster reports contribute to school improvement

- How to manage a cluster of schools
- How to share information with colleagues at school and cluster level.

How to manage my cluster of schools

I work closely with a group of schools and I know them individually. I know their strengths and weaknesses, and which schools face particular problems. I visit each of my schools regularly in order to support and challenge them to improve the learning outcomes for all their pupils. I read reports about my schools and reflect on them. This is very time consuming, but I know that unless I do this preparation my work will not be effective.

This is important but I can do more. I can put together a picture of all the schools in my cluster so I know what type of support to offer to the whole cluster. And, I can try to enable them to help each other. Small schools with only a few teachers can really benefit from the experiences of other schools. Head Teachers and teachers can, with my support, use their skills within the cluster and this is good for everyone's professional development. I also take every opportunity to discuss my schools with my LGEA colleagues.

As the SSO, my responsibilities are to:

- Know the strengths and weaknesses of each of my schools, based on evidence from my school visits, including discussions, and information from different reports
- Think about my schools as a **group**. What can I do to make my cluster into a **learning cluster**?
- Plan and implement activities which will meet the common professional needs of my schools such as sharing teaching aids, or discussing key issues in cluster meetings, or organising a model lesson for teachers from all schools to attend
- Plan and implement activities which will help schools learn from each other such as exchange visits and identification of strong staff who can help other schools in the cluster
- Reflect on my support role as the leader of a learning cluster. What can I do better?
- Ensure my colleagues – especially other SSOs and SMOs – know about my schools' progress and challenges.

What are the steps?

1. To identify school needs I...

- update myself on all available information about my schools, including the School self evaluations. There is a lot of work involved in doing this properly, but an unplanned visit or activity is likely to be ineffective
- use all collected data to analyse my schools and my cluster
- use my analysis to develop a cluster based activity list, and share this with my Head of Section, SMO and other SSOs, using a sign up sheet of visits and activities. I can use the format in Appendix 6 to plan activities, and use the suggested activities in Appendix 7 if I find them helpful.

2. To plan the different visits and activities I...

- discuss specific needs with my Head Teachers and plan joint activities in my cluster
- collaborate with my SSO colleagues to exchange ideas and experiences for better planning and designing of activities. Encourage the Education Secretary, the Head of Section or other LGEA staff to attend some of these
- encourage Head Teachers to make exchange visits, having discussed specific focus points before and after the visit with both Head Teachers. Help Head Teachers to share their experiences with their staff
- on my visits I look for experienced staff who could share their skills, either directly in another school or in cluster meetings. Arrange opportunities for them to do this. Make sure I support these teachers to plan their activities and reflect on them afterwards.

3. To reflect on progress, I...

- regularly reflect on progress and challenges for my cluster
- encourage the Head Teachers to reflect in progress, in their own schools during school visits and in the whole cluster during cluster meetings
- involve LGEA staff in these reflections
- amend our plans accordingly
- ask Head Teachers for feedback on the results of activities we have held together.

Important documents that help me know how the schools are doing

- SSE / SDPs
- Lesson observation summaries
- School reports
- Cluster reports
- PDM minutes
- SBMC minutes
- PTA minutes
- SMO quarterly reports
- CSO reports
- Lesson observation sheets and records

To use all the skills available in my cluster to address a challenge (e.g. improving reading skills), I...

- encourage teacher to teacher observations of Literacy lessons
- organise guided exchange visits for Head Teachers and teachers to see how other schools use story books when teaching Literacy
- invite a strong teacher from one school to demonstrate the use of story books to their own and other schools
- encourage SBMCs to join a meeting to discuss how to buy story books
- encourage SSOs' cluster exchanges or review visits to share experiences and learn from each other.

What changes do I expect to see?

- Head Teachers and teachers all learning from each other. They feel proud of their contribution to developing their school and, indeed, all schools in the cluster
- A well managed cluster with a structured and clear system of support is in place, with all activities planned in advance and communicated to all, including LGEA staff
- The LGEA staff know about, and are involved with progress in my cluster.

For more information and help about effective school visits

- read and discuss the sessions on working with adults in the Leadership programme training manual for Head Teachers (Leadership 1, session 4)
- look at session notes about, or think back on, the enhanced support work and the LGEA strengthening work
- discuss with my fellow SSOs how the Teacher Guide captures the development of our support role within our clusters
- look at Appendix 6 – the cluster based activity list – and Appendix 7 – the sample filled-in cluster based activity list
- read the SBMC Guidebook.

Now read the How to organise a cluster activity page again.

How to share information within my LGEA

The role of the SSO in the education system is like that of the heart in the body. The heart beats in order to carry oxygen-rich blood all round the body so the organs can do their jobs. The SSO works to keep information flowing round the system, so all people in the system can do their jobs.

Good relations with the school will help me gather accurate information, which I analyse and share with staff in the LGEA, with whom I also have developed good professional relationships. The information I share enables them to do their jobs better, and this in turn has benefits for the schools. I make sure that information flows back to the schools. Sharing information and winning support strengthens my position in the schools, and so helps me to implement change.

As the SSO, my responsibilities are to:

- Have good relationships with everyone in each of my schools, earning their trust and working on their behalf
- Have good professional relationships with the LGEA staff, providing them with good quality School reports and a Cluster report, and ensuring information from School development plans feed into the LGEA plan
- Share my visit and activity plans (both at individual school and cluster level) to ensure my schools are monitored and supported by LGEA staff
- Develop my overall communication skills, especially my report writing skills, to ensure all communication is as clear and useful as possible.

What are the steps?

1. To keep my school documents up to date I...

- create a file for each school, where I can keep different folders containing all relevant information about the school. Anytime somebody needs a document I will be able to locate it easily and share it
- review all documents regularly to make sure they are up to date and still relevant.

2. To ensure my Education Secretary and Head of Section are informed about the schools I...

- visit the LGEA office on a regular basis to have an informal talk with the Education Secretary and Head of Section
- call the LGEA about any emergency in any of the schools
- ensure that all School and Cluster reports are sent to my Head of Section on time
- where possible, present the Cluster report to my Head of Section and discuss it with them to ensure they understand the issues and successes it shows
- encourage my colleagues to maintain good relationships with the LGEA staff, as I do.

3. During LGEA meetings I...

- contribute to discussions in a positive, forward-looking way, and encourage my colleagues to do the same
- keep focussed on the meeting and make sure I don't get distracted, remembering always to think about improving pupils' learning outcomes
- keep a record of the meeting (offering to do it myself if necessary) and share this with absent colleagues
- ask questions to ensure I understand the discussions well, making sure I know what is expected from me when working in the schools
- feedback information from the meetings to the schools.

What kind of information will the LGEA collect for their planning purposes?

Sometimes this is kept on an LGEA database.

- school information
- staff information
- SSO, SMO and Quality Assurance reports
- attendance reports
- Exam results
- Annual School Census (enrolment, classrooms, toilets, water and electricity)
- Part 2 from the School development plans
- information about in-service training (including cluster meetings)

What use is made of this information?

Some examples:

- staff information. We did a training for Head Teachers three years ago. Which Head Teachers are new and have not yet had the training?
- SSO reports. Are teachers using praise in their lessons? If not, do the clusters need to run refresher training?
- attendance reports: On Fridays we see fewer children in several schools. An opportunity for the SMO to check with the community what the cause is and what can be done about it.

What changes do I expect to see?

- A fully cooperative and well managed LGEA in which the Head Teachers, SSOs as the LGEA staff are equally involved in the improvement of learning outcomes for all pupils. People talk about this in meetings and understand their personal responsibilities for making this happen.
- A strong relationship between me and the Head of Section; we talk on a regular basis about what is going on in my cluster and in the LGEA. We both contribute to an effective relationship trusting each other to do the right thing to ensure pupils can learn.

For more information about working with your LGEA

- re-read and discuss with fellow SSOs the pages in this handbook on supporting School development planning, carrying out school visits, compiling School and Cluster reports and managing my cluster
- look at session notes about, or think back on, the enhanced support work and the LGEA strengthening work
- discuss with fellow SSOs how the Teacher Guides captures the responsibility I have in the LGEA.





4

Appendices

Appendix 1

A school visit plan

My plan for the day looks similar to this:

Time	Activity	Remarks
7:30	Arrive at school.	
7:30 to 7:45	Walk around the school with the Head Teacher, identifying successes and challenges where possible.	
7:45 to 8:00	Join the school assembly and greet the pupils.	
8:00 to 8:30	Reflect on changes and challenges since the last visit and agree what will happen during this visit in a meeting with the Head Teacher and others if relevant, such as the SBMC Chair and senior teachers.	
8:30 to 10:00	Observe a lesson jointly with the Head Teacher, and give constructive feedback to the teacher together.	
10:00 to 11:00	Discuss the lesson and feedback with the Head Teacher, agreeing how this observation could be used to improve other teachers and how the Head Teacher can give more useful feedback. Discuss other teacher training issues, such as the next PDM and what it will include.	
11:00 to 12:00	Review documents, especially the lesson observation record, and fill in the school visit record.	
12:00 to 13:30	Discuss what the Head Teacher's priorities for improvement are. Agree when the next visit will be. Agree what the Head Teacher will do and what the SSO will do before the next visit.	
13:30 to 14:30	Meet some teachers / pupils / parents to discuss progress and challenges in the school.	

Appendix 2

School report guidance

Introduction

The School report documents what is happening in school each term. If completed well it can give you a picture of what the school is good at and where they need to improve. Over time the reports can show how a school improves. This guidance document will explain how to complete the School report.

There are two documents which you need to complete to help you present this picture:

- A. The School visit record
- B. The School report form

The report is divided into the **3 areas of School Improvement**.

- 1. Teachers delivering a competent lesson
- 2. Professional leadership
- 3. Better planning

In each **area** you need to record whether the school has reached effective, inclusive, or advanced level.

Appendix 2 continued**School report guidance****A. Completing the School visit record**

- Write comments about each area of school improvement on each visit, using the criteria to help you. Completing this well will help you write the final school report.
- You can photocopy the format or stick the areas for comment at the front of an exercise book and make a comment on each visit in your book.

Write about these areas	Write comments on each visit		
	Visit 1	Visit 2	Visit 3
<p>Teachers delivering competent lessons</p> <p>Use the head teacher observation schedule and your own classroom observations to comment on:</p> <ul style="list-style-type: none"> • use of praise in lessons; • use of teaching aids; • different ways of organising learners; • the match between the learning outcomes and the lesson content; • teachers' knowledge of what their pupils should achieve by the end of the year; • how well the teachers involve all pupils in their lessons; • different methods used to assess pupils' learning. 			

Appendix 2 continued

School report guidance

B. Completing the School report Form

a. Basic Information

- First complete the basic information section at the top of the report, which looks like the one below.
- Make sure that you complete all the information carefully

Use your record of training attendance to write the correct number in this box.

Name of school		
School code		
Name of SSO		
Date report completed		
Number of teachers in school		
Number of teachers who have attended SSO training this term (including the HT)		▼

Once you have completed the report, tick **one** box here to show how many standards were met at **effective level**.

Once you have completed the report, tick **one** box here to show how many standards were met at **inclusive level**.

Name of Head Teacher				
How many 'effective' standards did the school meet in this report?	0	1	2	3
How many 'inclusive' standards did the school meet in this report?	0	1	2	3
How many 'advanced' standards did the school meet in this report?	0	1	2	3

Once you have completed the report, tick **one** box here to show how many standards were met at **advanced level**.

Appendix 2 continued

School report guidance

b. Areas of School Improvement

- Each **area of school improvement** on the School report has three different **levels** of standard against which progress is judged.
- Each **standard** has **criteria**. The school has to meet the correct criteria to achieve each Standard level.
- Each **criterion** is measured through observation, discussion, and looking at documents.
- Complete the **criteria boxes** with a number or a tick, following the instructions in this guidance.
- The shaded boxes in this guidance tell you how to decide if the school has **achieved the standard**.

Write how many teachers have achieved each criterion here

Criteria	Area of improvement	Number
1. Teachers delivering an effective lesson		
1.1.1 Number of teachers observed using praise throughout the lesson		
1.1.2 Number of teachers observed using a teaching aid		
1.1.3 Number of teachers observed organising the learners in different ways		
1.1.4 Number of teachers who can explain what pupils should be achieving by the end of the lesson (objectives)		
1.1.5 Number of teachers who can describe what pupils should be achieving by the end of the year (LOBs)		
Number of teachers who delivered an effective lesson this term <i>A teacher has delivered an effective lesson if they have been observed meeting all 5 criteria above</i>		
"EFFECTIVE" STANDARD 1		
Did more than half of the teachers in the school teach an effective lesson? Circle Yes or No		Yes No
1.2.1 Number of teachers who encourage all pupils to take part in lessons		
1.2.2 Number of teachers who use more than one method to assess learning		
Number of teachers who delivered an inclusive lesson this term <i>A teacher has delivered an inclusive lesson if they have been observed meeting all 7 of the criteria above</i>		
"INCLUSIVE" STANDARD 1		
Did more than half of the teachers in the school teach an inclusive lesson? Circle Yes or No		Yes No
1.3.1		
1.3.2		
Number of teachers who delivered an advanced lesson this term <i>A teacher has delivered an advanced lesson if they have been observed meeting all 9 criteria above</i>		
"ADVANCED" STANDARD 1		
Did more than half of the teachers in the school teach an advanced lesson? Circle Yes or No		Yes No

Area of improvement

Criteria

Standards

Circle whether the school has met each standard or not

Appendix 2 continued

School report guidance

- c. In each comment box, answer the questions, giving specific examples seen by you or the Head Teacher and recording quotations from people you have spoken with.

Give one example of some good teaching you have seen

What do pupils say about their lessons?

Appendix 2 continued

School report guidance

C. Recording criteria and standards

1. Teachers Delivering a Competent Lesson

Standard 1

Teachers delivering a competent lesson.

Criteria

- 1.1.1 Number of teachers observed using praise throughout the lesson.
- 1.1.2 Number of teachers observed using a teaching aid
- 1.1.3 Number of teachers observed organising the learners in different ways
- 1.1.4 Number of teachers who know what pupils should be achieving by the end of the lesson
- 1.1.5 Number of teachers who know what pupils should be achieving by the end of the year
- 1.2.1 Number of teachers who encourage all pupils to take part in lessons;
- 1.2.2 Number of teachers who use more than one method to assess learning.
- 1.3.1 Advanced criterion
- 1.3.2 Advanced criterion

Recording this standard:

Look at the Lesson Observation Record:

- Take each **criterion** separately. Read the observation records and add up the number of teachers who have demonstrated competence in that **criterion**. Record the number in the box next to the criterion statement.
- Add up the number of teachers who the **Head Teacher** has recorded as teaching a competent lesson. To teach a competent lesson, a teacher must have met the first 5 criteria. Write the number of teachers who have done this in the box.
- Has the school met the standard at effective level? Circle 'yes' if it has and 'no' if it has not.
- Add up the number of teachers who have taught an **inclusive** lesson this term. To teach an inclusive lesson, a teacher must meet the first 7 criteria. Write the number of teachers who have done this in the box.
- Has the school met the standard at inclusive level? Circle 'yes' if it has and 'no' if it has not.
- Add up the number of teachers who have taught an **advanced** lesson this term. To teach an inclusive lesson, a teacher must meet all 9 criteria. Write the number of teachers who have done this in the box.

Appendix 2 continued

School report guidance

C. Recording criteria and standards

2. Professional leadership

Standard 2

Head Teachers operating effectively.

Criteria

2.1.1 HT carried out 10 or more lesson observations and gave feedback during this term.

2.1.2 HT held at least two Professional Development meetings this term.

2.2.1 More than half of the lessons begin and end on time.

2.2.2 Head Teacher has more than one strategy for promoting teacher attendance.

2.3.1 HT has more than one strategy for promoting attendance by all pupils.

2.4.1 Advanced criterion

2.4.2 Advanced criterion

Recording this standard:

- **Look at your school visit record and the Head Teacher's own records. You may need to discuss some of these criteria with the Head Teacher.**
- Tick the box next to each criterion that has been achieved.
- To be **effective**, the Head Teacher must meet the first 4 criteria. Has the Head Teacher met the standard at effective level? Circle yes or no.
- To be **inclusive**, the Head Teacher must meet the first 5 criteria. Has the Head Teacher met the standard at inclusive level? Circle yes or no.
- To be **advanced**, the Head Teacher must meet all 7 criteria. Has the Head Teacher met the standard at advanced level? Circle yes or no.

Appendix 2 continued

School report guidance

C. Recording criteria and standards

3. Better Planning

Standard 3

School is using planning.

Criteria

- 3.1.1. The school self-evaluation involved the SBMC.
- 3.2.1 A plan to improve the school has been written since the start of the school year.
- 3.2.2 More than two current planned activities are related to raising pupil achievement.
- 3.2.3 More than three planned activities have been completed.
- 3.3.3 The school cash book is up to date.
- 3.3.4 More than one planned activity is related to improving access or equity.

Recording this standard:

- **Look the Head Teacher's records and your School Visit record. You may need to discuss these criteria with the Head Teacher and the SBMC Chair.**
- Tick the box next to each criterion that has been achieved.
- To be **effective**, the school must meet at least 4 criteria. Has the school met the standard at effective level? Circle yes or no.
- To be **inclusive**, the school must be effective and meet criterion 3.3.4. Has the school met the standard at inclusive level? Circle yes or no.
- To be **advanced**, the school must meet all 6 criteria. Has the school met the standard at advanced level? Circle yes or no.

Appendix 3

Cluster report guidance

Introduction

The Cluster report adds together all of your School reports. This makes it easier for you to see the overall picture of what is happening in your schools, and helps you to talk about what has been achieved and what challenges exist with other people in the LGEA.

To complete the Cluster report, you only need the completed School reports from each of your schools. Every box on the Cluster report should just add together the same boxes from your School reports.

Completing the Cluster report

a) Criteria and standards

For each box, add together the total for that box from all of the School reports. A tick on a School report counts as '1'.

Write the total in each box in the Cluster report. Ask another SSO to check your adding up, especially for the Teachers section where the numbers are larger. This is the same for every box on the Cluster report, whether it is a standard or a criterion.

b) Comments

For each area, write a short comment in the space provided. You could include one of the examples of a success recorded on one of your School reports. Or you could point out something all of your schools have found difficult this term. Or you could describe something you have done to help your schools to improve. Some examples are below, but you can write anything you think the other SSOs and your manager will find interesting and useful.

1. Teachers delivering an effective lesson	Number
1.1.1 Number of teachers observed using praise throughout the lesson	
1.1.2 Number of teachers observed using a teaching aid	
1.1.3 Number of teachers observed organising the learners in different ways	
1.1.4 Number of teachers who can explain what pupils should be achieving by the end of the lesson (objectives)	
1.1.5 Number of teachers who can describe what pupils should be achieving by the end of the year (LOBs)	
Number of teachers who delivered an effective lesson this term	
<i>Number of schools where more than half of the teachers delivered an effective lesson this term</i>	
1.2.1 Number of teachers who encourage all pupils to take part in lessons	
1.2.2 Number of teachers who use more than one method to assess learning	
Number of teachers who delivered an inclusive lesson this term	
<i>Number of schools where more than half of the teachers delivered an inclusive lesson this term</i>	
1.3.1 Number of teachers who encourage pupils to learn from their peers during the lesson	
1.3.2 Number of teachers who can record and explain how they have planned in response to individual learning needs	
Number of teachers who delivered an advanced lesson this term	
<i>Number of schools where more than half of the teachers delivered advanced lessons this term</i>	
Comments	

A short comment goes here

Example comments:

1. Teacher delivering effective lessons

Comment: Mrs. Gajeri made some excellent teaching aids for Maths in Central PS, and these have now been shared with all of the other cluster schools.

2. Professional leadership

Comment: All of my Head Teachers find it challenging to promote attendance from girl pupils. I am working with my SMO to try to address this.

3. Better planning

Comment: We held a cluster meeting at the start of term to identify what HTs can do without spending money. All HTs have now planned and carried out at least one activity to improve teaching.

c) Basic information

Finally, record all of the basic information about the cluster at the top of the form.

This includes recording how many schools have met standards at each level. This is just the same as all of the other criteria and standard boxes: add up the total number of ticks in each box from your School reports and put a number in the same box on the Cluster report. If none of your schools have a tick in a particular box, put '0' in the corresponding box on the Cluster report.

Example:**School 1:**

How many "effective" standards did the school meet in this report?	0	1	2	3
				✓
How many "inclusive" standards did the school meet in this report?	0	1	2	3
		✓		
How many "advanced" standards did the school meet in this report?	0	1	2	3
	✓			

School 2:

How many "effective" standards did the school meet in this report?	0	1	2	3
			✓	
How many "inclusive" standards did the school meet in this report?	0	1	2	3
			✓	
How many "advanced" standards did the school meet in this report?	0	1	2	3
			✓	

School 3:

How many "effective" standards did the school meet in this report?	0	1	2	3
	✓			
How many "inclusive" standards did the school meet in this report?	0	1	2	3
	✓			
How many "advanced" standards did the school meet in this report?	0	1	2	3
	✓			

School 4:

How many "effective" standards did the school meet in this report?	0	1	2	3
				✓
How many "inclusive" standards did the school meet in this report?	0	1	2	3
				✓
How many "advanced" standards did the school meet in this report?	0	1	2	3
				✓

School 5:

How many "effective" standards did the school meet in this report?	0	1	2	3
				✓
How many "inclusive" standards did the school meet in this report?	0	1	2	3
	✓			
How many "advanced" standards did the school meet in this report?	0	1	2	3
	✓			

If the above were your School reports, the box at the top of your Cluster report would look like this:

Number of schools in the cluster that have met the following number of standards for being effective this term	0	1	2	3
	1	0	1	3
Number of schools in the cluster that have met the following number of standards for being inclusive this term	0	1	2	3
	2	1	1	1
Number of schools in the cluster that have met the following number of standards at advanced level this term	0	1	2	3
	3	0	1	1

Appendix 4

Sample School report

Name of school	Faskar-Wambai CPS	Name of Head Teacher	Lawan Sani	0	1	2	3
School code	000000000	How many "effective" standards did the school meet in this report?	Tick one box only.				✓
Name of SSO	Moha Omar	How many "inclusive" standards did the school meet in this report?	Tick one box only.	0	1	2	3
Date report completed	00 / 00 / 00	How many "advanced" standards did the school meet in this report?	Tick one box only.	0	1	2	3
Number of teachers in the school	15	How many "advanced" standards did the school meet in this report?	Tick one box only.	0	1	2	3
Number of teachers who have attended SSO training this term (including the HT)	4		✓				
1. Teachers delivering an effective lesson							
1.1.1	Number of teachers observed using praise throughout the lesson						14
1.1.2	Number of teachers observed using a teaching aid						10
1.1.3	Number of teachers observed organising the learners in different ways						11
1.1.4	Number of teachers who can explain what pupils should be achieving by the end of the lesson (objectives)						8
1.1.5	Number of teachers who can describe what pupils should be achieving by the end of the year (LOBs)						8
	Number of teachers who delivered an effective lesson this term						8
	<i>A teacher has delivered an effective lesson if they have been observed meeting all 5 criteria above</i>						
	"EFFECTIVE" STANDARD 1						
	Did more than half of the teachers in the school teach an effective lesson? Circle Yes or No			Yes		No	
1.2.1	Number of teachers who encourage all pupils to take part in lessons						10
1.2.2	Number of teachers who use more than one method to assess learning						8
	Number of teachers who delivered an inclusive lesson this term						8
	<i>A teacher has delivered an inclusive lesson if they have been observed meeting all 7 of the criteria above</i>						
	"INCLUSIVE" STANDARD 1						
	Did more than half of the teachers in the school teach an inclusive lesson? Circle Yes or No			Yes		No	
1.3.1							3
1.3.2							6
	Number of teachers who delivered an advanced lesson this term						3
	<i>A teacher has delivered an advanced lesson if they have been observed meeting all 9 criteria above</i>						
	"ADVANCED" STANDARD 1						
	Did more than half of the teachers in the school teach an advanced lesson? Circle Yes or No			Yes		No	

<p>Give one example of some good teaching you have seen</p> <p>A good example of teaching I have seen is that Mohd Ubaki delivered a very good lesson on the subtraction of 2 digit numbers without carrying. He used good teaching aids and was very encouraging to the pupils when they were trying to follow his example.</p> <p>What do pupils say about their lessons?</p> <p>When I discussed their Maths lessons with pupils after a lesson I observed, they said that they have enjoyed using materials and that they find it easier to understand addition and subtraction when they can use stones to show what they are doing. They say that they carry on working with the stones and imitate their teacher even when the class has ended.</p>		
2. Professional Leadership		
2.1.1	Did the Head Teacher carry out ten or more lesson observations and give feedback this term?	Yes No
2.1.2	Did the HT hold more than one professional development meeting this term?	Yes No
2.2.1	During school visits, did more than half of the lessons begin and end on time?	Yes No
2.2.2	Can the HT explain more than one strategy for promoting teacher attendance in use at the school?	Yes No
<p>"EFFECTIVE" STANDARD 2 Is the Head Teacher operating effectively? <i>The Head Teacher is operating effectively if s/he has met all 4 criteria above</i></p>		
2.3.1	Can the HT explain more than one strategy for promoting attendance by all pupils in use at the school?	Yes No
<p>"INCLUSIVE" STANDARD 2 Number of Head Teachers working inclusively <i>The HT is working inclusively if s/he has met all 5 criteria above</i></p>		
2.4.1		Yes No
2.4.2		Yes No

<p>"ADVANCED" STANDARD 2 Number of Head Teachers working at an advanced level <i>The HT is working at an advanced level if s/he has met all 7 criteria above</i></p>	<p>Yes</p>	<p>No</p>
<p><i>Explain what happened in one professional development meeting that took place this term</i></p>		
<p><i>One of the professional development meetings took place on literacy lessons. From lesson observations, the Head Teacher saw that several teachers could not pronounce the letters and sounds correctly. All of the teachers met together and practised the sounds to the best of their ability, learning from the Head Teacher and one very good teacher. They are now better at the sounds and practice together.</i></p>		
<p>3. Better planning</p>		
<p>3.1.1 Was a new school self-evaluation made this school year with the SBMC?</p>	<p>Yes</p>	<p>No</p>
<p>3.2.1 Has a new School Development Plan been written this year?</p>	<p>Yes</p>	<p>No</p>
<p>3.2.2 Are there three or more activities related to raising achievement on this year's SDP?</p>	<p>Yes</p>	<p>No</p>
<p>3.2.3 Have four or more activities on this year's SDP been completed?</p>	<p>Yes</p>	<p>No</p>
<p>3.3.3 Is the cash book up to date?</p>	<p>Yes</p>	<p>No</p>
<p>"EFFECTIVE" STANDARD 3</p>		
<p>Is the school using their School Development Plan effectively?</p>	<p>Yes</p>	<p>No</p>
<p><i>The school is using the SDP effectively if at least 4 / 5 criteria above have been met</i></p>		
<p>3.3.4 Are there two or more activities on the current SDP related to improving access or equity?</p>	<p>Yes</p>	<p>No</p>
<p>"INCLUSIVE" STANDARD 3</p>		
<p>Is the school using their School Development Plan inclusively?</p>	<p>Yes</p>	<p>No</p>
<p><i>The school is using the SDP inclusively if Standard 3 has been met and criterion 3.3.4 has been met</i></p>		
<p>"ADVANCED" STANDARD 3</p>	<p>Yes</p>	<p>No</p>
<p>Is the school using their School Development Plan at an advanced level?</p>		
<p><i>The school is using the SDP at an advanced level if all 6 criteria above have been met</i></p>		

Give one example of a low or no-cost activity on the SDP

Guided by the Head Teacher, teachers agreed to work together to create instructional materials and use them to improve pupils' learning. They agreed to each bring in what they could from their homes, and the school now has a store of bottle tops, beads, sticks, and stones which all teachers can use.

Give one example of an SDP activity that has raised learning achievement

The SBMC worked with the Senior Teacher to have some basic health facilities. This means that pupils who are sick no longer need to leave the school to go home or to the hospital, but can stay in school to be cared for until they feel well enough to return to lessons.

Appendix 5

Sample Cluster report

Completed by Umar Bhu'aibu	Name of Education Secretary Hussaina Hassan				
Name of LGFA xxxx	Name of Head of Quality Assurance Unit Grace Udu				
Name of HoPRS Unit	Name of Senior SSO				
Name of Training Officer Jibrin Mustapha	Number of schools in the cluster that have met the following				
Date report completed	number of standards for being effective this term				
Total number of schools in the cluster	7	0	1	2	3
Total number of teachers in cluster schools	73	0	1	2	3
Number of teachers in this cluster who have attended SSO training this term	26	0	1	2	3
1. Teachers delivering an effective lesson					
1.1.1 Number of teachers observed using praise throughout the lesson	Number				
1.1.2 Number of teachers observed using a teaching aid	58				
1.1.3 Number of teachers observed organising the learners in different ways	38				
1.1.4 Number of teachers who can explain what pupils should be achieving by the end of the lesson (objectives)	41				
1.1.5 Number of teachers who can describe what pupils should be achieving by the end of the year (LOBs)	38				
Number of teachers who delivered an effective lesson this term	37				
<i>Number of schools where more than half of the teachers delivered an effective lesson this term</i>	35				
1.2.1 Number of teachers who encourage all pupils to take part in lessons	6				
1.2.2 Number of teachers who use more than one method to assess learning	48				
Number of teachers who delivered an inclusive lesson this term	37				
<i>Number of schools where more than half of the teachers delivered an inclusive lesson this term</i>	36				
1.3.1	6				
1.3.2	21				
Number of teachers who delivered an advanced lesson this term	17				
<i>Number of schools where more than half of the teachers delivered advanced lessons this term</i>	15				
<i>Comments I asked Hajjiya Haleema from PS Wahalla to share her excellent Literacy resources with all Head Teachers in a cluster meeting and all teachers have started to use them in their Literacy lessons.</i>	1				

2. Professional leadership		Number
2.1.1	Number of Head Teachers who carried out ten or more lesson observations and gave feedback this term	6
2.1.2	Number of HTs who held more than one professional development meetings this term	7
2.2.1	Number of schools where more than half of the lessons begin and end on time	5
2.2.2	Number of HTs who have more than one strategy for promoting teacher attendance	5
Number of Head Teachers who are operating effectively		5
2.3.1	Number of HTs who have more than one strategy for promoting attendance by all pupils	4
Number of Head Teachers working inclusively		4
2.4.1		2
2.4.2		2
Number of Head Teachers working at an advanced level		2
<i>Comments Last term no HTs had pdms. I shared the training received from SSIT on effective professional development meetings at the start of term and almost all HTs have now held at least two. This is a big improvement and teachers are happy.</i>		
3. Better planning		Number
3.1.1	Number of schools where self-evaluation for the current SDP involved the SBMC	6
3.2.1	Number of School Development Plans written since the start of the school year	6
3.2.2	Number of schools where three or more current SDP activities are related to raising achievement	5
3.2.3	Number of schools where four or more activities on the current SDP have been completed	1
3.3.3	Number of schools where the cash book is up to date	5
Number of schools using a School Development Plan effectively		5
3.3.4	Number of schools where two or more activities on the current SDP are related to improving access or equity	4
Number of schools using a School Development Plan inclusively		4
Number of schools using a School Development Plan at an advanced level		1
<i>Comments Schools are still not completing any activities because they think they have to spend money on them. The next cluster meeting will share some actions that can be planned that do not cost any money.</i>		

Appendix 6

Cluster based activity list

A need shared by many of my class teachers:

A need shared by all of my Head Teachers:

A planning issue in all of my schools:

Activities this term

#	Date	Activity	Purpose	Led by	Involving
		<i>Examples Filled in</i>			

School visits will also hold, in line with agreed schedule.

Appendix 7

Sample cluster based activity list

A need shared by many of my class teachers:

Assessing pupils in different ways
Using teaching aids in literacy lessons

A need shared by all of my Head Teachers:

Holding effective professional development meetings
Making sure lessons begin and end on time

A planning issue in all of my schools:

Completing planned activities

Activities this term

#	Date	Activity	Purpose	Led by	Involving
1	20/9/16	Cluster meeting	Agree term's activities and check all schools have started back	SSO	All HTs
2	30/9/16	Model lesson showing assessment of pupils during a lesson.	Improve teachers' use of different types of assessment.	Mrs Makeri (P3 teacher, CPS) and SSO	2 teachers from each school
3	5/10/16	Cluster meeting	Discuss experience of improving assessment methods in schools and plan PDMs to happen in all schools to share learning	SSO and Mrs Makeri	All HTs plus the 2 teachers from each school who attended model lesson
4	15/12/16	Cluster meeting	Review new SSEs to identify cost-free actions that could be included in planning.	SSO and SMO	All HTs and SBMC Chairs

School visits will also hold, in line with agreed schedule.



