

Appendix 1

Major QA policies in Sri Lanka school system

Existing evaluation process “Our school; how good is it” has been introduced in 2015 with the circular No. 31/2014 (Ministry of Education Sri Lanka, 2014). The 31/2014 circular explains the implantation process of internal and external evaluation in schools. Furthermore, the circular includes input, process, output and outcomes of the evaluation process and the roles and responsibilities of schools, Divisional Education Office (DEO), Zonal Education Office (ZEO), Provincial Education Department (PDE) and MoE.

All government schools, DEO, ZEO, PDE and MoE need to follow this guideline when conducting internal and external evaluations in schools. Teachers, In Service Advisors (ISAs), principals and educational officers in DEO, ZEO, PDE and MoE participated to prepare this guideline.

QA process is mainly divided into two methods; internal evaluation and external evaluation. Internal evaluation is done in the schools by School Management Committees and it is known as self-evaluation. In the external evaluation, strengths and weaknesses of the schools are identified by different teams from Zonal, Provincial and National levels (Ministry of Education Sri Lanka, 2014). According to the circular 31/2014, internal evaluation is compulsory for all government schools.

Major QA policies in England school system

The Office for Standards in Education (Ofsted), is the main agency for implementing inspection in schools in England. The Ofsted was formed under the Schools Act in 1992. The Ofsted is an independent body for school inspection (Wilcox, 2000; Hutchinson, 2016). As mentioned by Abreu (2016) Ofsted is a non-ministerial department that reports directly to the Parliament.

The Ofsted (2013) has mentioned the objectives of Ofsted are; (i) to provide information to parents about how well a school is performing, (ii) to provide information to the Secretary of State for Education and to the Parliament about the work of schools, (iii) to promote the improvement of individual schools and the education system as a whole.

In addition the Ofsted (2011, p. 4) explained the tasks of Ofsted as; (i) prepare inspection framework, (ii) conduct inspection programmes, (iii) check the appropriate progress, (iv) recommend priorities for

future actions, (v) conduct constructive dialog with schools complementing the school’s self-evaluation to enhance the school’s capacity to improve.

QA framework in Sri Lankan school system.

The evaluation guideline, “Our school; how good is it” has focused on 08 themes based on whole activities in a school. Those 8 themes are;- Students’ achievements, Teaching learning and evaluation, Formal curriculum management, Co-curricular activity, Students’ welfare, Leadership and management, Physical and human resources management and School and community. The process of school evaluation explains in the figure 1 and 2.

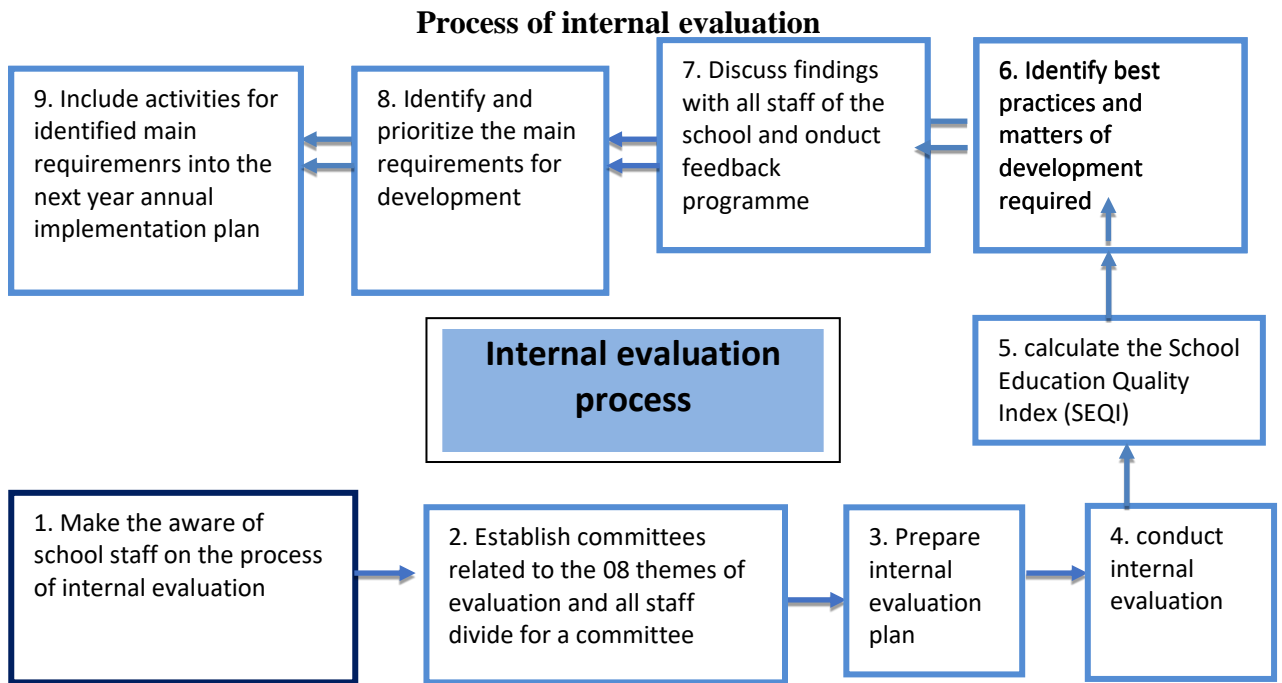


Figure 1 process of the internal evaluation in the school system

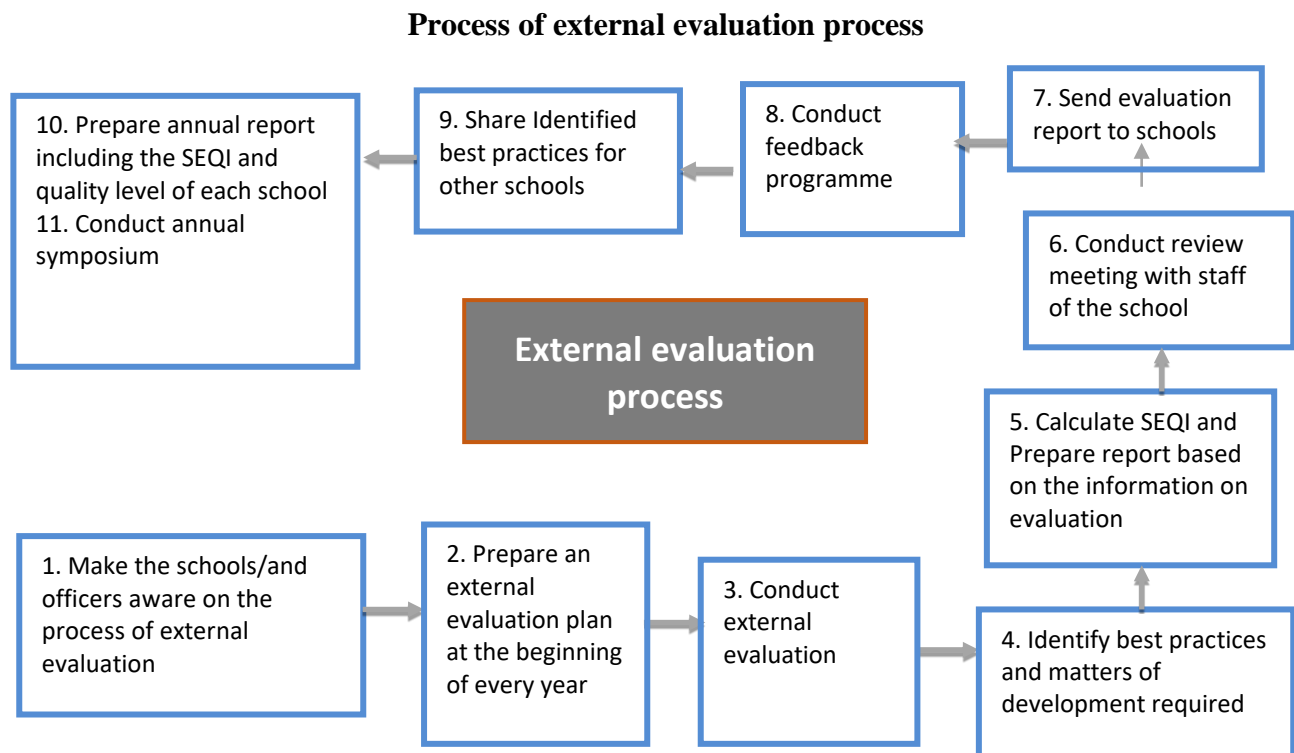


Figure 2 External evaluation in the school system

Make awareness of relevant stakeholders

According to the circular 31/2014 the first step is making all staff aware about how to implement the evaluation process in school (Ministry of Education Sri Lanka, 2014).

Establishment of evaluation committee

Establishment of committees related to the 08 themes of evaluation is the next step of the internal evaluation process. All teachers need to represent a committee and one of a team should be appointed as an in-charge of the committee of an evaluation theme (Ministry of Education Sri Lanka, 2014).

Prepare evaluation plan

The internal evaluation plan should be prepared by the evaluation committee and the evaluation plan is needed to cover the all eight themes of evaluation (Ministry of Education Sri Lanka, 2014). The external

evaluation plan prepare by ZEO, PDE and MoE at the beginning of the year. While some ZEO and PDE inform the evaluation date prior to evaluation, MoE conduct evaluation programme without making prior notice to the school. However, some ZEO conduct external evaluations in randomly selected schools without prior notice.

Conduct evaluation programmes

According to the QA guideline both internal and external evaluators need to consider findings of the previous evaluation programmes. As instructed by the QA circular while schools should conduct internal evaluation at least once a year. DEO, ZEO, PDE and MoE conduct the external evaluation programmes based on the evaluation plan (Ministry of Education Sri Lanka, 2014). The evaluation process should be evidence based and it is needed to check relevant documents or evidence. In addition it is needed to discuss with relevant parties and to visit all areas in the school premises. Based on the collected evidences, evaluators need to award marks for each indicator and prepare School Education Quality Index (SEQI) (Ministry of Education Sri Lanka, 2014).

Conduct progress review

The evaluation team generally conducts progress review meeting with staff of the school end of the day after evaluation programme. All officers should participate in this progress review meeting and need to present their findings. European Commission (2015) explains that the progress review meeting is very important dialogue between school and evaluators and it provide opportunities to understand the responsibility of each other.

Prepare and send evaluation report

Both internal and external evaluators need to prepare a report based on the findings and it is needed to send external evaluation report to the school within two weeks after the evaluation programme.

Conduct feedback programmes

Finally, DEO, ZEO, PDE and MoE need to implement feedback programmes according to the recommendations at the report.

Collect and share best practices

In addition to that MoE identifies and collects best practices of schools through the evaluation process and those best practices are evaluated annually. Moreover, it is needed to conduct monitoring activities and researches on evaluation to find out facts for further improvement of evaluation process.

Evaluators

The principals, deputy principals and staff of schools participate as internal evaluators to evaluate school internally. The officers in DEO, ZEO, PDE and MoE and In-Service Advisors participate for the evaluation program as external evaluators. MoE, PDE and ZEO conduct capacity development programmes periodically to refresh the evaluators.

QA framework in England school system

Ofsted provides a framework for inspecting Schools. Steele (2000), Abreu (2016) and Ofsted (2019) explain the framework, that include: learning of students, pupils achieve in their lessons, test and examination results, school leadership and management, pupils' attitudes and behavior, care of pupils, relationship with parents, quality of teaching and opportunities provided for pupils. In addition, the framework includes the introduction of inspections, the period for inspection, the principles of inspection, an evaluation schedule and criteria. All inspectors should follow the inspection framework. As mention by the European Commission (2015) in England, schools are encouraged to develop their own internal evaluation framework promoting School level accountability.

Method of school inspection in England

The inspection process consists of two methods as external and self-inspection.

Self- inspection

The self-evaluation supports a school to success the full range of its activities in England schools (Whitby, 2010). Self-inspection is done by the staff of school. After doing the self-inspection school need to produce a school self-inspection report including their strengths and weaknesses. As illustrate by Nasuwt (n.d.) school leaders should implement the self-evaluation as part of the school improvement plan and self-evaluation should not be an additional process for schools.

England schools starts collect information from discussion, questionnaire and other relevant data. Based on the findings schools identify their strengths and weakness. According to the Whitby (2010) schools should forward self-inspection report for the Ofsted with their suggestions for the identified weakness.

External inspection

The Ofsted handle the process of external inspection. As mention by the Whitby (2010) the most developed external evaluation systems for schools is implementing in England. Ofsted (2019) describes that in the external inspection it is identified what should be improved in school on gathering a range of evidence. Inspection provides assurance to the public and to the government that minimum standard of education is met in each school.

As explain by Ofsted (2017) the Ofsted conducts two types of external inspections; (i) focused/ short inspections, (ii) comprehensive inspections. While the focus/short inspection focus to inspect particular subject or an activity in a school, in the comprehensive inspection covers all aspects of a school. Wilcox (2000) mentions that specifically focused inspection carried out by the single inspector one day or two days. The comprehensive inspection carried out by a team over a period of week or more. The size of the inspection team will vary according to the size and nature of the school. As explain by Steele (2000) if school has a positive favorable report from the last inspection and its performance is improving and its test and examination results are high that school is selected for a short inspection. Wilcox (2000) clarifies that variety of short inspection like individual inspection and survey conduct in school system in England. If school appears lack of performance they conduct a comprehensive inspection. The following section explains about the process of school inspection in England.

Before inspection

Conduct risk Assessment

The Ofsted uses a risk based approach to the school inspection. Ofsted (2017) and Ofsted (2019) explain that before starting the inspection they conduct risk assessment in all schools. In the risk assessment all schools are assessed on publicly available data and other information (pupils' academic achievement, pupils' attendance, the outcomes of the previous inspections, parents' view, complaints and any other significant concerns).

Planning the inspection programmes

After analyzing the data from risk assessment, Ofsted involves for the process of planning and preparation of school inspection. According to the Ofsted (2017) and Ofsted (2019) in this stage the lead inspector prepare a plan for the inspection by gaining an overview of the school's recent performance and any changes since the last inspection. The Ofsted (2019) further elaborates the lead inspector uses all available evidence (previous inspection report, parents' view, findings of any recent survey, complaints, any warning notices issued to maintained schools, information on the school's website, any other information) to develop an initial picture of the school's performance.

Define the date of inspection and inform to schools

The Ofsted inform the date of inspection to schools on the following reasons; to make the school aware, make arrangements for the inspection, to reduce the pressure of staff, make arrangements for meetings with key staff, request that relevant school documents are made available as soon as possible from the start of the inspection and provide an opportunity for the school to ask any questions (Ofsted, 2017).

Pre visit the schools

Before the inspection, the registered inspector visits the school at least once. As described by Abreu (2016) the pre-inspection visit has five main purposes: to establish a relationship between the evaluation team and school, to obtain understanding about the school, to consider which aspects to be focused, to brief the staff how the inspection will work, to agree the necessary arrangements for the inspection.

Collect information

Moreover, Wilcox (2000) and Steele (2000) mention that before the inspection the Ofsted collects the views of parents, pupils, relevant past pupils and other stakeholders. It has allocated a page in the Ofsted website as parents' view to collect information from parents. In addition encourage schools to notify parents using its own electronic systems such as SMS messages and email. In addition an inspection team asks parents to complete a questionnaire on their views of the school and return it to the registered inspector in confidence (Wilcox, 2000). Further, ideas and suggestions from parents' staff and pupils in schools are gathered through online questionnaires.

During the inspection

In the day of inspection the lead inspector meet in school the senior leadership team at the beginning of the inspection and the main purpose of that to introduce the team inspectors, discuss about the school's self-evaluation or equivalent and other relevant matters, confirm arrangements for meetings collect

information about staff absence and other practical issues, aware about the evidence for observations, reasons why any teachers or area not be observed (Ofsted, 2017).

As explained by Steele (2000) during the inspection inspectors spend most of their time gathering first-hand evidence to inform judgments. They discuss with students, teachers, parents, and check school's records and documentation. Based on the findings of inspection, inspectors are giving feedback for one to one, groups and as well as they discuss about arrangements for professional development programmes. Inspectors gather evidence from a number of sources.

The inspection team is required to spend at least 60% of its time observing lessons and sampling pupils' work (Steele, 2000). According the Ofsted (2019) inspectors conduct the inspection process conducting dialog with school heads. The conversation helps inspectors to understand the school leaders' view of the school's context, progress and strengths and weaknesses. Not only school leaders the inspector also collect understanding about the school. This dialog is normally conducted half and hours. As mentioned by the Ofsted (2019) the main purpose of this dialog is to check the school leaders' level of understanding of the school's context, progress and strengths and weaknesses.

The process of conducting inspection process

- Collect first-hand evidence
- Meetings with leaders
- Visit lessons - The lead inspector invite principal and other relevant leaders to take part in joint visits to lessons
- Check pupils' work
- Discuss with pupils about their work
- Gather pupils' perceptions for quality of education
- Discussions with staff
- Examine the school's records and documentation (Ofsted, 2019).

As explain Ofsted (2019) inspectors do not inspect all teachers. They collect evidence through: discussions with curriculum leaders, teachers and pupils, and work scrutiny. Inspectors visit several lessons which the same subject and different year group. In the lesson visits individual teachers or their teaching is not evaluated and also teachers are not graded. Instead, inspect lessons across a, subject, key stage or year group to see how and what is going on in lessons and contributes to the school's curriculum intentions.

After the inspection

Ofsted (2017) illustrates that after the inspection the lead inspector prepares a comprehensive report and arranges to publish the report. The report explains the judgments and reflects the evidence. While publishing the final report in Ofsted website schools are also received an electronic version of the final report. Schools can complain if they don't agree with any comment forwarded by the inspection team. Schools allow to check the accuracy of content in the report. For that Ofsted has introduced a complaints procedure informing how to make complaint.

Once a school has received its final report, it is required to make aware every parent and other relevant stakeholders. The school should also send full copies of the report to the local media and to local libraries. If anybody is interested to see the report they can charge a small fee for that. After receiving the report school must produce response to the report and need to submit its action plan to Ofsted.

Moreover, inspectors inspect all schools with serious weaknesses about two years after their first evaluation. If the school has not made sufficient progress it is required special measures for those schools. Those schools receive school improvement grant to implement programmes to improve the situation. Ofsted conduct monitoring visit continuously, arrange follow-up action and do the further inspection for schools which serious weaknesses. Ofsted has developed a training course for school leaders especially for those schools (Steele, 2000; Wilcox, 2000).

After receiving the recommendations from inspector school should give priority for them and need to include for the School Development Plan. Inspectors are accountable to follow up whether schools are implementing the recommendations which they have given to schools. They do subsequently visit and a follow up inspection to determine whether the recommendations are implemented or not. Sometime inspectors give their advice and support to implement the recommendations.

Further, Her Majesty's inspectors (HMI) visit inspection process without any notification to check the work of inspection team (Abreu, 2016). The inspection team should forward all necessary information and evidence relating to the inspection to the HMI. In addition HMI visit the school after six months to assess progress and may decide that the school needs special measures. Finally, Ofsted (2017) describes that Her Majesty's chief inspector publishes his annual report covering all schools on information related to the inspection

Frequency of school inspection

The frequency of school inspection depends on a school's previous inspection grading. The frequency of inspection decides based on the performance and circumstances of schools. If a school judged as good at their previous inspection normally the school receives one-day short inspection. When discipline problem come or when any complaints received and any concern found then bring forward the school's inspection. Ofsted may also conduct unannounced inspections and monitoring visits at any time (Abreu, 2016). However, schools which were previously rated as inadequate and schools about which there are significant concerns are inspected without such notifications. Schools can request additional inspection through the school's governing body from Ofsted. When doing such request the school's governing body should pay the cost of inspection (Ofsted, 2019).

Evaluators

In England independent teams do the school inspection and they are known as inspectors. Inspectors are required to hold Qualified Teacher Status (QTS). Inspectors appointed by Ofsted as contract basis. All inspectors are trained either by Ofsted, or by Ofsted-accredited trainers. Inspection programme are lead by a registered inspector who is responsible, competent and effective in their work. Inspectors must have personal experience of the subjects or aspects of education that they inspect (Steele, 2000). All inspectors are responsible for the quality of their work. Ofsted accredits inspectors to inspect particular subjects or aspects of the school (Ofsted, 2017). One inspector is appointed as a "lead inspector" for each inspection team. The lead inspector must ensure that inspections are carried out in accordance with the principles of inspection and the code of conduct. Seventy per cent of these are serving as head teachers or school leaders (Nasuwt, n.d.).