

# **EVERY SCHOOL A GOOD SCHOOL**

## **A School Improvement Policy for Northern Ireland**

---



Department of  
**Education**

[www.deni.gov.uk](http://www.deni.gov.uk)

## **During the presentation I plan to cover the following:**

- Consultation Process – to date and planned
- Rationale for Change
- Issues to be addressed
- Key principles
- Self-evaluation and Self-Improvement
- Intervention



Department of  
**Education**

[www.deni.gov.uk](http://www.deni.gov.uk)

# Consultation Process

- To date; and
- planned



Department of  
**Education**

[www.deni.gov.uk](http://www.deni.gov.uk)

# Rationale for Change

- Insufficient priority given to school improvement across the system
- Focus only on the poorest performing schools
- Pride at achievements of the system masks a degree of underachievement



Department of  
**Education**

[www.deni.gov.uk](http://www.deni.gov.uk)

- Social and economic importance of highest standards
- Present arrangements have flaws
- Quality and standards central to DE Strategy



Department of  
**Education**

[www.deni.gov.uk](http://www.deni.gov.uk)

## Issues to be Addressed

- Clear accountabilities – school, ESA, ETI and DE
- School Improvement an issue for, and responsibility of, all schools
- More effective use of data
- Clearer link to data and inspection
- Leadership



Department of  
**Education**

[www.deni.gov.uk](http://www.deni.gov.uk)

# Key Principles

- Interests of pupils at the centre
- Each school responsible for and accountable for School Improvement – answerable to ESA
- Need to acknowledge success as well as failure
- Early intervention



Department of  
**Education**

[www.deni.gov.uk](http://www.deni.gov.uk)

- Importance of self-evaluation and self-improvement
- External challenge based on quality indicators and inspection
- Must be an exit strategy



Department of  
**Education**

[www.deni.gov.uk](http://www.deni.gov.uk)

# Self-Evaluation and Self-Improvement

- Core of the approach
- Link to effective school leadership
- Much greater emphasis on use of data for evaluation and improvement
- Quality indicators – performance/quality – contextualised/benchmarked



Department of  
**Education**

[www.deni.gov.uk](http://www.deni.gov.uk)

- More effective use of school development planning, target setting, PRSD, closure days, external support
- More engagement with parents/community
- Monitored from outside, challenge role, annual meeting with BoG and principal



Department of  
**Education**

[www.deni.gov.uk](http://www.deni.gov.uk)

- Importance of Inspection gradings
- Recognition for success



Department of  
**Education**

[www.deni.gov.uk](http://www.deni.gov.uk)

# Intervention

- Informal – linked to quality indicators, inspection outcomes, local knowledge, graduated interventions
- Formal – linked to inspection outcome, process driven, action plan, external support, graduated interventions, further inspection
- Exit strategy



Department of  
**Education**

[www.deni.gov.uk](http://www.deni.gov.uk)