



## Information for educators about the Whole School External Review Process

Education Officers (EOs) within the Directorate for Quality and Standards in Education (DQSE) will be reviewing the school in the coming weeks. The following information is a guideline detailing the process involved in the external review.

### A. The Purposes of the External Review

All schools are expected to reach the [National Quality Standards](#) that ensure learners' entitlement and a quality service provision. The external review aims to guide schools to improve the quality of education and learner achievement. The review process will focus on three key areas:

- Educational Leadership and Management;
- Learning and Teaching;
- School Ethos.

### B. The External Review Team

The external review is carried out by an external review team composed of EOs from the DQSE, one of whom taking on the role of review leader. The number of review team members depends on the school population. During the external review, the review team will take into account the school context.

### C. Six weeks prior to the External Review

- The Assistant Director (Quality and Standards in Education) holds a meeting with the Head of School (HoS) to explain the purpose and process of the whole school external review;
- The HoS disseminates information letters and links to online questionnaires, devised by the DQSE, to teaching staff, parents and learners.

### D. Three weeks prior to the External Review

- The review leader communicates with the HoS and sets date for pre-external review meetings.

### E. Two weeks to one week prior to the External Review

During the pre-external review meetings

- The review team holds an interview with the HoS;
- The review leader explains the purpose and process of the external review to teachers and LSEs.

### F. During the External Review days, reviewers:

- review the educators' planning documents, including schemes of work;
- interview different stakeholders;
- are present during school assembly, break time and other activities held during review days;
- observe lessons;
- may also talk with groups of learners in class while their teacher is being interviewed by another reviewer;
- gather evidence from different sources so as to triangulate data;
- are available to discuss any issues related to the school or the external review.

### G. Lesson observations

Reviewers may observe a part of or an entire lesson. At the discretion of the review team, teaching and learning processes of the same teacher may be observed more than once. In larger schools a representative sample of lessons will be observed.

### H. During lesson observations reviewers:

- Evaluate teachers' lesson planning, forecast/record of work, resources and/or displays in a way that does not interfere with the learning process;
- Review Individual Education Programmes [IEPs], LSE's planning e.g. daily schedules, any adaptations/modifications/accommodations to address the individual needs of the student,

- communication book or other official means of communication with parents;
- Observe interaction amongst educators;
- Observe group work and/or individual work assigned during the lesson;
- May interview learners and go through their work without disrupting the learning process;
- May ask for the educators' files and samples of learners' work to review at a later stage;
- Give verbal feedback to educators on the lesson observed upon request.

#### **I. On the last day of the External Review**

- The review leader outlines the main findings to the HoS;
- The HoS disseminates link to online post review questionnaire, devised by the DQSE, to educators. These questionnaires assist the review team in monitoring and reviewing the external review procedures.

#### **J. The External Review report**

- The HoS will receive a draft of the external review report. The review team finalises the report after giving due consideration to the HoS's feedback;
- The finalised report is sent to the HoS and Head of College Network or equivalent. The report includes the review findings, areas of strength and a way forward related to three main areas (Educational Leadership and Management, Learning and Teaching and Ethos) of the National Quality Standards and five or six required actions the school would be expected to address effectively for school improvement;
- The HoS disseminates a summary of the report, issued by DQSE, to all teaching staff members;
- Members of staff who have been identified in the report as giving outstanding or unsatisfactory service are informed confidentially by the HoS and given the opportunity to give their views. These members of staff are to be shown only that part of the report which concerns them;
- The HoS disseminates the main findings of the report to parents in writing, after consulting with the DQSE.

#### **K. Post External Review procedures**

- The Senior Leadership Team in collaboration with all educators are to develop an action plan to address the report's required actions;
- The DQSE sets up a post external review meeting. During the meeting the Head of School explains how the school agreed to address the required actions listed in the report, which actions would have been recorded in the post-review action plan template;
- The DQSE follows up the outcomes of the Whole School External Review through one of its [external review models](#) within the following scholastic year.

#### **Summary**

##### **The DQSE encourages:**

- Teachers and LSEs to fill in an anonymous pre-external review questionnaire;
- Teachers and LSEs to inform the learners that reviewers might observe a lesson;
- Teachers to hand in scheme of work of the term to the HoS;
- Teachers and LSEs to provide any requested information and/or documentation;
- Teachers to conduct their lesson as usual;
- Teachers and LSEs to ask for feedback on the lesson observed;
- Teachers and LSEs to fill in an anonymous post-review questionnaires.

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