

Standards and criteria for an advanced school

1. Teachers deliver competent lessons

Effective

- Teachers use praise throughout their lessons
- Teachers use teaching aids
- Teachers organise their pupils in different ways during lessons
- Teachers know what pupils should be achieving by the end of each lesson
- Teachers know what pupils should be achieving by the end of the year

Inclusive

- Teachers encourage **all** pupils to take part in learning
- Teachers use more than one method of assessing learning

2. Headteacher operates effectively

Effective

- The Head teacher carries out 10 or more lesson observations, including providing feedback, each term
- The Head teacher holds more than one professional development meeting each term
- The school opens on time
- The Head teacher has more than one strategy to promote teacher attendance
- More than half of the lessons begin and end on time

Inclusive

- The Headteacher has more than one strategy of promoting the attendance of all pupils

3. School uses a School Development Plan effectively

Effective

- Self-evaluation for this year's SDP involved the SBMC
- An SDP has been written in the current school year
- More than two activities in the current SDP activities is related to raising achievement
- More than three activities on the current SDP have been completed
- The school cash book is up to date

Inclusive

- More than one activity on the current SDP is related to improving access or equity

Handout A.1b:"Advanced" criteria for Teachers and Head Teachers by State

Enugu

Teachers

- 1.3.1 Number of teachers who encourage pupils to learn from their peers during lessons
- 1.3.2 Number of teachers who can record and explain how they have planned in response to some pupils' individual learning needs

Head Teachers

- 2.4.1 Number of HTs who led at least three demonstration lessons this term
- 2.4.2 Number of HTs who held a meeting this term to share activities (SDP) and achievements (School Report) with the SBMC and other stakeholders

Jigawa

Teachers

- 1.3.1 Number of teachers who use assessment results to improve learning outcomes
- 1.3.2 Number of teachers who enrich lesson plans by using additional instructional activities and materials

Head Teachers

- 2.4.1 Number of HTs who use at least 3 strategies to promote teacher commitment
- 2.4.2 Number of HTs who co-ordinate with the SBMC to promote the welfare of learners

Kaduna

Teachers

- 1.3.1 Number of teachers who show effective time management by including an evaluation of pupil learning at the end of a lesson
- 1.3.2 Number of teachers who identify different pupils' learning needs and plan lesson organisation or delivery accordingly

Head Teachers

- 2.4.1 Number of HTs who use records of attendance and achievement to liaise with community or teachers to improve pupils' learning
- 2.4.2 Number of HTs who use more than 2 different strategies to create communities of learning in and around their schools

Kano

Teachers

- 1.3.1 Number of teachers who can adapt the effective level criteria for using teaching aids and classroom organisation to the context of either a large or small class
- 1.3.2 Number of teachers who can incorporate the different learning needs of all pupils in their lessons

Head Teachers

- 2.4.1 Number of HTs who engage with the community to encourage all children to attend and complete their education
- 2.4.2 Number of HTs who promote and ensure effective functioning of three or more co-curricular activities in their schools each term

- Kwara

Teachers

- 1.3.1 Number of teachers who have a record of engagement with parents on pupils' progress or challenges
- 1.3.2 Number of teachers who use assessment to guide and plan future teaching and learning

Head Teachers

- 2.4.1 Number of HTs who have a strategy or plan to encourage teachers to work together and support one another
- 2.4.2 Number of HTs who use the School Report for future planning

- Lagos

Teachers

- 1.3.1 Number of teachers who have more than one strategy for engaging parents with the aim of promoting pupils' achievement
- 1.3.2 Number of teachers who use tracking to introduce new measures for improving pupils achievement

Head Teachers

- 2.4.1 Number of HTs who model teaching two or more times in a term
- 2.4.2 Number of HTs who use more than one strategy for rewarding teachers who deliver improved lesson

The SBMC is functional

- SBMC communicates and has partnerships with other SBMCs and local organisations
- The SBMC has clear financial records relating to the school's account
- The SBMC mobilises resources (time, funds, labour, equipment) for school improvement
- The SBMC makes requests to the LGEA and SUBEB for support needed by the school
- The SBMC receives responses to requests from the LGEA and SUBEB
- The SBMC is involved in school development planning
- The SBMC monitors the progress of SDP implementation and provides feedback to the wider community
- SBMC members regularly visit the school to observe and monitor teaching and learning
- The SBMC monitors teacher attendance and takes action to address irregular attendance

The SBMC reflects women's and children's concerns

- Women attend all SBMC meetings
- Children attend all SBMC meetings
- The SBMC has a Women's Committee
- The SBMC has a Children's Committee
- The SBMC keeps records of concerns raised by the Women's Committee
- The SBMC keeps records of concerns raised by the Children's Committee

The SBMC promotes inclusive education

- The SBMC mobilises the community to support access to education for all children
- The SBMC monitors and shares information about children who drop out from school
- The SBMC works with the Head Teacher to address and report child protection issues in and around the school
- The SBMC encourages interaction between the parents and the school on children's well-being and learning progress