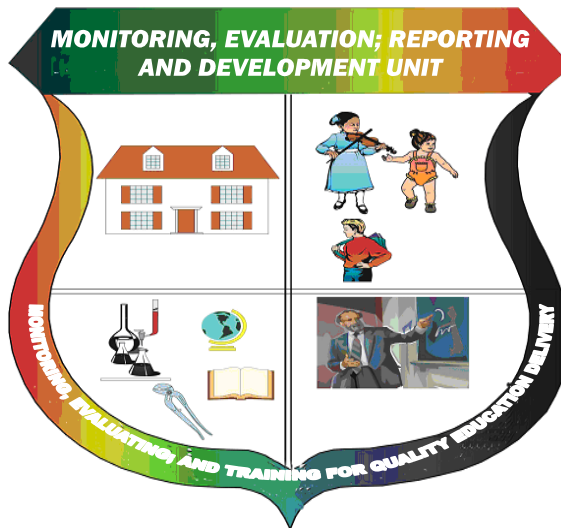


MONITORING, EVALUATION, REPORTING AND DEVELOPMENT UNIT (MERD)



MONITORING VISIT CHECKLIST

PRIMARY

PRIMARY

NAME OF SCHOOL:

GRADE:

ADDRESS OF SCHOOL:
.....

TEL. NO. OF SCHOOL:

NAME OF HEADTEACHER:

NAME OF SUPERVISING OFFICER:

DATE OF MERD VISIT:

DATE OF PREVIOUS MERD VISIT:

VISITS MADE BY DEPARTMENT- TYPE, NUMBER AND DATE.

TYPE	NUMBER	DATE OF VISIT	
		SEPTEMBER 201_ - JULY 201_	SEPTEMBER 201_ - PRESENT
Individual			
Team			
Follow-up			
Fan-out			
Welfare			
Other			

PUPIL ENROLMENT AND ATTENDANCE

YEAR & GRADE	NO. OF CLASSES	ENROLMENT		
		BOYS	GIRLS	TOTAL
Year 1				
Year 2				
One				
Two				
Three				
Four				
Five				
Six				
Seven				
Eight				
Nine				
Ten				
TOTAL				

PUPIL ATTENDANCE AND PERCENTAGE

	ATTENDANCE			PERCENTAGE		
	Boys	Girls	School	Boys	Girls	School
ATTENDANCE ON DAY OF MONITORING VISIT						
AVERAGE DAILY ATTENDANCE OF PREVIOUS TERM						

ENROLMENT OF SCHOOL

	PREVIOUS TERM	CURRENT TERM	INCREASE(+)/ DECREASE (-)
Boys			
Girls			
TOTAL			

COMPOSITION OF STAFF

CATEGORY	NO.	%	REMARKS
Graduate Headmaster/Mistress			
Non-Graduate Headmaster/Mistress			
Graduate Deputy Headmaster/Mistress			
Non-Graduate Deputy Headmaster/Mistress			
Graduate Senior Master/Mistress			
Senior Master/Mistress			
Graduate Senior Assistant Master/Mistress			
Senior Assistant Master/Mistress			
Graduate Assistant Master/Mistress			
Assistant Master/Mistress			
Temporary Qualified Master/Mistress			
Temporary Unqualified Master/Mistress			
Acting Teacher			
Pupil Teacher			
Total			

**DATA ON TEACHERS
DEPLOYMENT OF A CADEMIC STAFF
ATTENDANCE AT CYRIL POTTER COLLEGE OF EDUCATION (CPCE)
AND UNIVERSITY OF GUYANA (UG)**

DEPLOYMENT OF ACADEMIC STAFF				ATTENDANCE AT CPCE AND UG					
NO.	NAME OF TEACHER	STATUS	GRADE	PROGRAMME	OPTION	CPCE	YR	UG	YR
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
16									

ABSENCE OF TEACHERS

YEAR	NAME OF TEACHER	STATUS	NO. OF SESSIONS TEACHER EXCEEDED MANAGER'S LEAVE		REMARKS
			Sick	UPA	
PREVIOUS SCHOOL YEAR SEPTEMBER 201_ - JULY 201_					
CURRENT SCHOOL YEAR SEPTEMBER 201_ - JULY 201_					

UNPUNCTUALITY OF TEACHERS

YEAR	TEACHERS WHO WERE UNPUNCTUAL FOR 20% OR MORE OF THE SESSIONS EACH TERM					
	TERM	NO. OF SESSIONS IN TERM	NAME OF TEACHER	STATUS	% OF SESSIONS TEACHER WAS UNPUNCTUAL	REMARKS
PREVIOUS SCHOOL YEAR SEPTEMBER 201_ - JULY 201_	I					
	II					
	III					
CURRENT SCHOOL YEAR SEPTEMBER 201_ - JULY 201_	I					
	II					
	III					

RECORD OF LATENESS FOR PREVIOUS SCHOOL YEAR

September 201_ - July 201_

T - No. of Times Late

M- No. of Minutes Late

No.	Name of Teacher	Status	Sept.		Oct.		Nov.		Dec.		Jan.		Feb.		March		April		May		June		July		Total no. of Times Late	Total no. of Minutes late	
			201_	201_	201_	201_	201_	201_	201_	201_	201_	201_	201_	201_	201_	201_	201_	201_	201_	201_	201_	201_	201_	201_			201_
			T	M	T	M	T	M	T	M	T	M	T	M	T	M	T	M	T	M	T	M	T	M			T
1.																											
2.																											
3.																											
4.																											
5.																											
6.																											
7.																											
8.																											
9.																											
10.																											
11.																											
12.																											
13.																											
14.																											
15.																											
TOTAL																											

RECORD OF LATENESS FOR CURRENT SCHOOL YEAR

September 201_ - July 201_

T – No. of Times Late

M- No. of Minutes Late

No.	Name of Teacher	Status	Sept.		Oct.		Nov.		Dec.		Jan.		Feb.		March		April		May		June		July		Total no. of Times Late	Total no. of Minutes late		
			201_	201_	201_	201_	201_	201_	201_	201_	201_	201_	201_	201_	201_	201_	201_	201_	201_	201_	201_	201_	201_	201_			201_	
			T	M	T	M	T	M	T	M	T	M	T	M	T	M	T	M	T	M	T	M	T	M				
1																												
2																												
3																												
4																												
5																												
6																												
7																												
8																												
9																												
10																												
11																												
12																												
13																												
14																												
15																												
TOTAL																												

SUMMARY OF UNPUNCTUALITY AND ABUSE OF LEAVE

	Last School Year				Current School Year			
Total number of minutes teachers have been unpunctual.								
	No.		%		No.		%	
Number and percentage of teachers who were unpunctual for 20% or more of the sessions.								
Number and percentage of teachers who have always been punctual.								
	MANAGER'S				MANAGER'S			
	*SL		*UPA		SL		UPA	
	No.	%	No	%	No	%	No	%
Number and percentage of teachers who have abused leave concessions.								
	No.				%			
Number and Percentage of teachers who were absent from duty on the day the school was monitored/inspected.								
Number and Percentage of teachers who were unpunctual on the day the school was inspected.								

***SL- Sick Leave; UPA- Urgent Private Affairs**

INVENTORY OF FURNITURE FOR TEACHERS AND LEARNERS

Year & Grade	Enrolment		Dual		Table & Chair (Combination)	Chalkboard	Cupboard		Teacher	
	Learner	Teacher	Desk	Bench			(small)	(large)	Table	Chair
Year 1										
Year 2										
One										
Two										
Three										
Four										
Five										
Six										
Seven										
Eight										
Nine										
Ten										
TOTAL										

Primary Book List Revised

Grade	Subject	Title	Status	Enrolment	No. of Copies Available
Grade 1	Mathematics	Let's Do Mathematics Book 1 Part 1	Basic		
		Let's Do Mathematics Book 1 Part 2	Basic		
		Let's Do Mathematics Book 1 Part 3	Basic		
	Language	Fun With Language Book 1 Part 1	Basic		
		Fun With Language Book 1 Part 2	Basic		
		Fun With Language Book 1 Part 3	Basic		
		My First Dictionary	Cl set		
	Reading	RALP Reader Set 2	Basic		
		RALP Reader Workbook 2	Cl set		
		RALP Reader Set 3	Cl set		
		RALP Reader Workbook 3	Cl set		
		Fun with Phonics - Playing with sounds Part 1	Cl set		
		Fun with Phonics - Playing with sounds Part 2	Cl set		
		Rainbow Reader Infant Yr 1 Family and Friends Reader	Basic		
		Rainbow Reader Infant Yr 1 Family and Friends Workbook	Basic		
		Rainbow Reader Infant Yr 1 Fun in the Holidays Reader	Basic		
		Rainbow Reader Infant Yr 1 Fun in the Holidays Workbook	Basic		
	Science	Science Around Us Book 1	Basic		
		Let's Learn Science Infant 1	Cl Set		
		Let's Learn Science Infant 1 Workbook	Cl Set		
Social Studies	Social Studies for Our Children Book 1	Basic			

Grade	Subject	Title	Status	Enrolment	No. of Copies Available
Grade 2	Mathematics	Let's Do Mathematics Book 2 Part 1	Basic		
		Let's Do Mathematics Book 2 Part 2	Basic		
		Let's Do Mathematics Book 2 Part 3	Basic		
	Language	Fun With Language Book 2 Part 1	Basic		
		Fun With Language Book 2 Part 2	Basic		
		Fun With Language Book 2 Part 3	Basic		
		My First Dictionary	Cl set		
	Reading	RALP Reader Set 4	Cl set		
		RALP Reader Workbook 4	Cl set		
		RALP Reader Set 5	Cl set		
		RALP Reader Workbook 5	Cl set		
		RALP Reader Set 6	Cl set		
		RALP Reader Workbook 6	Cl set		
		Fun with Phonics Consonants, Consonants Blends, Vowel sounds	Cl set		
		Rainbow Reader Infant Yr 2 Work and Play Reader	Basic		
		Rainbow Reader Infant Yr 2 Work and Play Workbook	Basic		
		Rainbow Reader Infant Yr 2 Around and About Reader	Basic		
		Rainbow Reader Infant Yr 2 Around and About Workbook	Basic		
	Science	Let's Learn Science Infant 2	Class		
		Let's Learn Science Infant 2 Workbook	Set		
		Science Around Us Book 2	Basic		
Social Studies	Social Studies for Our Children Book 2	Basic			

Grade	Subject	Title	Status	Enrolment	No. of Copies Available
Grade 3	Mathematics	Let's Do Mathematics Book 3	Basic		
	Language	Creative English for Caribbean Primary Schools Level 1	Cl set		
		Fun With Language Book 3	Basic		
		Junior English Revised	Cl set		
		Junior Oxford Dictionary	Cl set		
		Rainbow Reader Book 3	Basic		
	Reading	RALP Reader Set 7	Cl set		
		RALP Reader Set 8	Cl set		
		RALP Reader Set 9	Cl set		
		RALP Reader Workbook Set 7	Cl set		
		RALP Reader Workbook Set 8	Cl set		
	Science	RALP Reader Workbook Set 9	Cl set		
		Let's Learn Science Standard 1	Cl set		
		Let's Learn Science Standard 1 Workbook	Cl set		
		Science Around Us Book 3	Basic		
		Social Studies for Our Children Book 3	Basic		
	Grade 4	Mathematics	Let's Do Mathematics Book 4	Basic	
Language		Creative English for Caribbean Primary Schools Level 2	Cl set		
		Fun With Language Book 4	Basic		
		Junior Oxford Dictionary	Cl set		
		Junior English Revised	Cl set		
Reading		Rainbow Reader Book 4	Basic		

Grade	Subject	Title	Status	Enrolment	No. of Copies Available
Grade 4	Science	Let's Learn Science Standard 2	Cl set		
		Let's Learn Science Standard 2 Workbook	Cl set		
		Science Around Us Book 4	Basic		
	Social Studies	Social Studies for Our Children Book 4	Basic		
Grade 5	Mathematics	Let's Do Mathematics Book 5	Basic		
	Language	Creative English for Caribbean Primary Schools Level 3	Cl set		
		The New Student's Companion for Upper Primary Schools	Cl set		
		Junior English Revised	Cl set		
		Oxford Primary Dictionary	Cl set		
		The New First Aid in English (New Edition)	Cl set		
		Fun With Language Book 5	Basic		
		Reading	Rainbow Reader Book 5	Basic	
	Science	Let's Learn Science Standard 3	Cl set		
		Let's Learn Science Standard 3 Workbook	Cl set		
		Science Around Us Book 5	Basic		
	Social Studies	Guyana our Country our Home	Cl set		
		Social Studies for Our Children Book 5	Basic		
		Guyana Junior Atlas	Cl set		

Grade	Subject	Title	Status	Enrolment	No. of Copies Available
Grade 6	Mathematics	Let's Do Mathematics Book 6	Basic		
	Language	The New Student's Companion for Upper Primary Schools	CI set		
		Creative English for Caribbean Primary Schools Level 4	CI set		
		Junior English Revised	CI set		
		The New First Aid in English (New Edition)	CI set		
		Oxford Primary Dictionary	CI set		
		Fun With Language Book 6	Basic		
		Reading	Rainbow Reader Book 6	Basic	
	Science	Let's Learn Science Standard 4	CI set		
		Let's Learn Science Standard 4 Workbook	CI set		
		Science Around Us Book 6	Basic		
	Social Studies	Guyana our Country our Home	CI set		
		Social Studies for Our Children Book 6	Basic		
		Guyana Junior Atlas	Basic		

MANAGEMENT AND SUPERVISION

Y: Yes

N: No

NA: Needs Attention

FOCUS	Y	N	NA	REMARKS
SCHOOL LEADERSHIP AND MANAGEMENT				
<u>School Vision, Mission and Objectives</u>				
➤ The school has:				
• a vision				
• a mission				
• goals/objectives conspicuously displayed.				
➤ The school community works towards the achievement of the stated goals/objectives.				
<u>Organizational Chart</u>				
➤ The school has an organizational chart.				
➤ It reflects:				
• Divisions				
• Inventorized Positions				
• Staff Entitlement				
• Hierarchy.				
➤ The chart is conspicuously mounted.				
<u>Supervisory Chart</u>				
➤ The school has a Supervisory Chart.				
➤ It reflects:				
• Divisions				
• Actual Staffing				
• Supervisory Arrangements.				
➤ The chart is conspicuously mounted.				
<u>Supervisory Schedule</u>				
➤ Each Supervisor has a schedule:				

FOCUS	Y	N	NA	REMARKS
<ul style="list-style-type: none"> • Headteacher 				
<ul style="list-style-type: none"> • Deputy Headteacher 				
<ul style="list-style-type: none"> • Senior Master/Mistress 				
<ul style="list-style-type: none"> • Head of Division. 				
<p><u>Lists of Duties</u></p>				
<ul style="list-style-type: none"> ➤ A Master List is in place. 				
<ul style="list-style-type: none"> ➤ Individual Lists are in place. 				
<ul style="list-style-type: none"> ➤ Duties are precisely stated. 				
<ul style="list-style-type: none"> ➤ Master List of Duties is signed and dated by: <ul style="list-style-type: none"> • Headteacher 				
<ul style="list-style-type: none"> • Supervising Officer. 				
<ul style="list-style-type: none"> ➤ Individual Lists of Duties are signed and dated by the respective teachers. 				
<ul style="list-style-type: none"> ➤ A copy of the signed and dated Individual List of Duties is: <ul style="list-style-type: none"> • placed in the respective teacher's personal file • given to the teacher. 				
<p><u>Staff Appraisal</u></p>				
<ul style="list-style-type: none"> ➤ Each teacher is appraised termly by his supervisor. 				
<ul style="list-style-type: none"> ➤ Feedback is given to each appraisee. 				
<ul style="list-style-type: none"> ➤ Individual Records of Assessment are kept (Appraisal Reports) : <ul style="list-style-type: none"> • Termly • Annually 				
<ul style="list-style-type: none"> ➤ Summary Record of Assessment is endorsed and dated by all appraisees. 				
<ul style="list-style-type: none"> ➤ Information from appraisal: <ul style="list-style-type: none"> • is taken into account in the preparation of Staff Development Programmes • gives focus to supervisory activities. 				
<p><u>Management Structure</u></p>				
<ul style="list-style-type: none"> ➤ The School has a substantive: 				
<ul style="list-style-type: none"> • Headteacher 				

FOCUS	Y	N	NA	REMARKS
<ul style="list-style-type: none"> • Deputy Headteacher 				
<ul style="list-style-type: none"> • Senior Master/Mistress. 				
➤ There is a Student Government in place.				
➤ The system is used to support the implementation and monitoring of class and other school – related activities.				
➤ There is a Prefect System in place.				
➤ The system is used to support the implementation and monitoring of class and other school – related activities.				
➤ There are established: <ul style="list-style-type: none"> • Committees 				
<ul style="list-style-type: none"> • Clubs 				
<ul style="list-style-type: none"> • Societies (*Name the committees/clubs/societies). 				
➤ There is documentation on their: <ul style="list-style-type: none"> • composition 				
<ul style="list-style-type: none"> • activities.(Student Government, Prefect System, Committees, Clubs, Societies) 				
<u>PLANNING</u>				
<u>School Improvement Plan (SIP)</u>				
➤ A School Improvement Plan is in place.				
➤ The plan is prepared by the School Improvement Advisory Committee (SIAC).				
➤ School Improvement Plan (SIP) is for five (5) years.				
➤ The SIP has: <ul style="list-style-type: none"> • Introduction 				
<ul style="list-style-type: none"> • Brief History of School 				
<ul style="list-style-type: none"> • Vision and Mission Statements 				
<ul style="list-style-type: none"> • Guiding Principles 				
<ul style="list-style-type: none"> • Priorities and their timeframes 				

FOCUS	Y	N	NA	REMARKS
• Justification				
• Action Plan				
• Budget.				
➤ The plan sets out a framework for school improvement in relation to:				
• Curriculum				
• Staffing				
• Management Strategies				
• Premises and Equipment				
• Staff Development				
• Outside Links.				
➤ The SIP endorsed by each member of the SIAC.				
➤ The SIP is implemented (via the Work Plan).				
Work Plan				
➤ A Work Plan for the current year is in place.				
➤ It was prepared by Headteacher and staff.				
➤ Work is planned for a calendar year.				
➤ The prescribed format is used.				
➤ The Work Plan reflects activities identified for the current year of the SIP.				
➤ Activities in the Work Plan are implemented as scheduled.				
➤ The Work Plan is reviewed annually.				
Quarterly Projections				
➤ Projections are in place for the following quarters:				
• Current				
• Previous				
➤ Their preparation is informed by the contents of the Work Plan.				
Quarterly Schedule of Activities				
➤ The Schedule is:				
• In place for the current quarter				
• Mounted conspicuously				

FOCUS	Y	N	NA	REMARKS
➤ Its preparation is informed by the contents of the current quarterly projection.				
➤ Activities, as at the time of monitoring, are implemented as scheduled.				
<u>Quarterly Reviews</u>				
➤ Quarterly Reviews are in place for the last two [2] quarters.				
➤ The preparation is informed by the Quarterly Projections (last two).				
<u>SCHOOL EFFECTIVENESS ASSESSMENT</u>				
➤ School Effectiveness Assessments are conducted for the last three (3) terms prior to the visit: <ul style="list-style-type: none"> • Term I (September-December) 				
<ul style="list-style-type: none"> • Term II (January- April) 				
<ul style="list-style-type: none"> • Term III (April/May- July) 				
<u>SCHOOL POLICIES AND SUPERVISORY SYSTEMS</u>				
<u>Education Act and Education Code Regulations</u>				
➤ A copy of the document is in place.				
➤ Teachers are au fait with its contents.				
➤ The document serves as resource material at teachers' orientation sessions.				
<u>Code of Conduct for Teachers</u>				
➤ A copy is in place.				
➤ All teachers are au fait with its contents.				
➤ All teachers adhere to each of the directives therein.				
<u>Standard Operational Procedures (SOP) for School Administrators- Revised Edition- 2006-09-12</u>				
➤ A copy is: <ul style="list-style-type: none"> • in place 				
<ul style="list-style-type: none"> • conspicuously mounted. 				
➤ Contents are shared with staff members.				
➤ Each of the thirty-nine (39) directives/procedures is implemented.				
➤ The document is used as resource material during orientation activities for: <ul style="list-style-type: none"> • learners 				

FOCUS	Y	N	NA	REMARKS
<ul style="list-style-type: none"> • parents 				
<ul style="list-style-type: none"> • recruits. 				
<u>Log Books</u>				
➤ Log Books are in place: <ul style="list-style-type: none"> • Whole-school 				
<ul style="list-style-type: none"> • Divisional. 				
➤ The prescribed format is used in their preparation.				
➤ Daily entries are pertinent to the management of the: <ul style="list-style-type: none"> • School 				
<ul style="list-style-type: none"> • Division. 				
➤ Entries are made by persons designated to do so.				
<u>Circulars</u>				
➤ The school has a Circular File.				
➤ Only circulars are kept therein.				
➤ Each circular is signed and dated by all teachers.				
➤ Circulars serve as resource material for the orientation of new staff members.				
<u>Teachers' Attendance Register</u>				
➤ All teachers are accounted for.				
➤ Status is clearly indicated.				
➤ Hierarchical order is strictly maintained.				
➤ All absences are accounted for.				
➤ Days on which the school did not meet are indicated.				
<u>Personal Files</u>				
➤ A file is in place for each teacher.				
➤ Each file contains: <ul style="list-style-type: none"> • current bio-data 				
<ul style="list-style-type: none"> • Individual List of Duties 				
<ul style="list-style-type: none"> • completed Appraisal Reports (last three [3] school years) 				

FOCUS	Y	N	NA	REMARKS
<ul style="list-style-type: none"> • leave applications and all other relevant information. 				
Teachers' Absence and Lateness				
Monthly Returns of Absence and Lateness				
➤ The prescribed form is used.				
➤ Returns are prepared on a monthly basis.				
➤ A copy of the Monthly Returns is kept.				
Teachers' Cumulative Absence and Unpunctuality				
➤ A record of cumulative absence and unpunctuality is kept.				
➤ The prescribed format is used.				
Minutes of Meetings				
➤ Minutes are recorded for each meeting:				
<ul style="list-style-type: none"> • General 				
<ul style="list-style-type: none"> • Administrative 				
<ul style="list-style-type: none"> • Divisional 				
➤ The prescribed format is used to record the minutes.				
➤ The schedule of meetings is adhered to:				
<ul style="list-style-type: none"> • General 				
<ul style="list-style-type: none"> • Administrative 				
<ul style="list-style-type: none"> • Divisional 				
➤ Minutes are submitted to the appropriate authority within seven (7) working days of the completion of the meeting:				
<ul style="list-style-type: none"> • Headteacher 				
<ul style="list-style-type: none"> • Divisional Head. 				
➤ Minutes are corrected, where necessary, and adopted.				
Staff Instruction Book				
➤ The book is in place .				
➤ It is used as the need arises.				
➤ Teachers acknowledge instructions by signing and dating same.				
➤ Teachers comply with the instructions.				
INSTRUCTIONAL MANAGEMENT				

FOCUS	Y	N	NA	REMARKS
<u>Timetable</u>				
➤ The National Timetable is: <ul style="list-style-type: none"> • in place 				
<ul style="list-style-type: none"> • conspicuously mounted. 				
➤ The Analysis is: <ul style="list-style-type: none"> • in place 				
<ul style="list-style-type: none"> • displayed. 				
<u>Contingency Plan</u>				
➤ The school has a contingency plan.				
➤ It caters for: <ul style="list-style-type: none"> • Administrative 				
<ul style="list-style-type: none"> • Pedagogical/instructional arrangements. 				
➤ The prescribed formats are used to prepare the plan.				
➤ Administrative staff is involved in its preparation.				
➤ Teachers are au fait with contingency arrangements.				
➤ The contingency arrangements are put into practice as the need arises.				
<u>Staff Induction Plan</u>				
➤ An Induction Plan is in place.				
➤ The plan is prepared according to the guidelines in the School Records and Documents .				
➤ The plan is used to orient new staff members.				
<u>Staff Development Programme</u>				
<u>Staff Development Plan</u>				
➤ A plan is in place for the current calendar year.				

FOCUS	Y	N	NA	REMARKS
➤ The prescribed format is used.				
➤ Topics address:				
<ul style="list-style-type: none"> • observed weaknesses in teachers' performance • teachers' interests as they relate to the development of the school. 				
➤ Staff Development Sessions are held at least once per month.				
<u>Staff Development Report</u>				
➤ A report is prepared on each session held.				
➤ The prescribed format is used in its preparation.				
<u>School Assessment (Policy)</u>				
➤ The school has a documented Assessment Policy.				
➤ Teachers are au fait with the policy.				
➤ The policy guides the assessment practices of the school.				
<u>LEARNERS – MANAGEMENT AND CONTROL</u>				
<u>School Rules</u>				
➤ The school rules are:				
<ul style="list-style-type: none"> • documented • conspicuously mounted • adhered by learners. 				
<u>Misdemeanour Book</u>				
➤ The record is in place.				
➤ Entries are made of all reported instances of learners' unacceptable behaviours.				
➤ The prescribed format is used in the preparation of the record.				
➤ Sanctions applied are in accordance with the provisions in the Manual of Guidelines For The Maintenance Of Order And Discipline In Schools.				
<u>Manual of Guidelines For The Maintenance Of Order And Discipline In Schools.</u>				

FOCUS	Y	N	NA	REMARKS
➤ The manual is in place.				
➤ Teachers are au fait with the contents of the manual.				
➤ The manual is used in the orientation of recruits.				
<u>Evacuation/Emergency Drill Record</u>				
➤ The record is in place.				
➤ Drills are conducted on a monthly basis.				
➤ Relevant details on each monthly drill are recorded.				
<u>Admission Register</u>				
➤ An Admission Register is in place.				
➤ Learners are admitted in accordance with the Ministry's criterion: <ul style="list-style-type: none"> • Primary School - age. 				
<ul style="list-style-type: none"> • Performance at the Private-to-Public School/Remigrant Examination 				
➤ The required bio-data for each learner are inserted: <ul style="list-style-type: none"> • Admission number 				
<ul style="list-style-type: none"> • Date of admission 				
<ul style="list-style-type: none"> • Name of learner 				
<ul style="list-style-type: none"> • Date of birth 				
<ul style="list-style-type: none"> • School last attended 				
<ul style="list-style-type: none"> • Name and address of parent/guardian • Distance from school. 				
➤ Promotions are kept current.				
➤ All information related to withdrawals is in place.				
<u>Attendance Statistical Data</u>				
<u>Pupils' Attendance Register</u>				
➤ A register is in place for each: <ul style="list-style-type: none"> • grade 				
<ul style="list-style-type: none"> • class. 				

FOCUS	Y	N	NA	REMARKS
➤ The relevant bio-data are inserted in each register.				
➤ All learners are accounted for in the Admission Register.				
➤ Learners are listed as stipulated.				
➤ All statistical data are duly compiled:				
• daily				
• weekly				
• termly.				
➤ Unpunctuality is indicated.				
➤ A Master Register is maintained.				
➤ Registers are checked by:				
• a member of the administrative staff				
• an Officer, at least once per quarter.				
<u>Daily Attendance Statistics Ledger</u>				
➤ Statistics are compiled on a daily basis.				
➤ The prescribed format is used.				
<u>Weekly/Monthly Statistics Ledger</u>				
➤ Statistics are compiled:				
• weekly				
• monthly.				
➤ The prescribed format is used.				
<u>Monthly/Termly Statistics Ledger</u>				
➤ Statistics are compiled:				
• monthly				
• termly.				
➤ The prescribed format is used.				
<u>FINANCIAL MANAGEMENT AND ACCOUNTABILITY</u>				
<u>Bank Account</u>				
➤ The school has a :				
• Savings Account				

FOCUS	Y	N	NA	REMARKS
<ul style="list-style-type: none"> • Chequing Account. 				
<ul style="list-style-type: none"> ➤ Funds acquired are managed by a committee of the Parent Teacher Association (PTA) 				
<p><u>Income and Expenditure Ledger</u></p>				
<ul style="list-style-type: none"> ➤ An Income and Expenditure Ledger is in place. 				
<ul style="list-style-type: none"> ➤ It is maintained on a monthly basis. 				
<ul style="list-style-type: none"> ➤ Monthly Income and Expenditure Reports/Statements are: <ul style="list-style-type: none"> • submitted to the Department of Education 				
<ul style="list-style-type: none"> • circulated among staff members. 				
<p><u>School Grants</u></p>				
<ul style="list-style-type: none"> ➤ Grants have been: <ul style="list-style-type: none"> • uplifted 				
<ul style="list-style-type: none"> • expended 				
<ul style="list-style-type: none"> • retired. 				
<p><u>Salary Register</u></p>				
<ul style="list-style-type: none"> ➤ A Salary Register is in place. 				
<ul style="list-style-type: none"> ➤ Each staff member is accounted for. 				
<ul style="list-style-type: none"> ➤ The register is prepared on a monthly basis. 				
<ul style="list-style-type: none"> ➤ Each teacher acknowledges the receipt of salary in the register by: <ul style="list-style-type: none"> • signing 				
<ul style="list-style-type: none"> • dating. 				
<ul style="list-style-type: none"> ➤ Official receipts in respect of refunds are kept. 				
<p><u>Stock Book</u></p>				
<ul style="list-style-type: none"> ➤ The Stock Book is in place. 				

FOCUS	Y	N	NA	REMARKS
➤ The prescribed format is used in the preparation of the record.				
➤ It only accounts for consumable stock.				
➤ The record is kept current.				
➤ Staff members sign the record in acknowledgement of receipt of Stock.				
<u>Dispatch Book</u>				
➤ The Dispatch Book is in place.				
➤ The prescribed format is used in its preparation.				
➤ The book is used as the need arises.				
<u>Donation/Gift Ledger</u>				
➤ The Ledger is in place.				
➤ All donations received are accounted for.				
➤ Appropriate entries, with regard to donations/gifts received, are made in the:				
• Log Book				
• Inventory				
• Stock Book				
• Textbook Inventory				
• Income and Expenditure Ledger.				
➤ A copy of the receipt for each donation/gift received is in place.				
➤ Copies of letters informing the Department of Education of donations/gifts received are kept (cash and non-consumable items).				
<u>Inventories</u>				
➤ Inventories are in place:				
• Master (Whole-school)				
• Divisional.				
➤ The prescribed form is used.				
➤ Only serviceable items are recorded therein.				
➤ Inventories account for non-consumable stock.				
➤ Inventories are checked on a termly basis:				

FOCUS	Y	N	NA	REMARKS
<ul style="list-style-type: none"> • Divisional 				
<ul style="list-style-type: none"> • Class. 				
<ul style="list-style-type: none"> ➤ The Master (Whole-school) Inventory is checked annually. 				
<p><u>Handing-over Taking-over Statements</u></p>				
<ul style="list-style-type: none"> ➤ These statements are kept in a special file. 				
<ul style="list-style-type: none"> ➤ Each statement is signed and dated by the: <ul style="list-style-type: none"> • persons handing-over and taking-over • Supervising Officer of the school. 				
<ul style="list-style-type: none"> ➤ These statements account for all: <ul style="list-style-type: none"> • records 				
<ul style="list-style-type: none"> • monies 				
<ul style="list-style-type: none"> • stock 				
<ul style="list-style-type: none"> • inventorized items. 				
<p><u>Textbook Inventory</u></p>				
<ul style="list-style-type: none"> ➤ The Textbook Inventory is: <ul style="list-style-type: none"> • in place 				
<ul style="list-style-type: none"> • compiled as per subject area 				
<ul style="list-style-type: none"> • current 				
<ul style="list-style-type: none"> • audited annually. 				
<p><u>List of Textbooks Needed</u></p>				
<ul style="list-style-type: none"> ➤ List of textbooks required is in place. 				
<ul style="list-style-type: none"> ➤ The list is prepared as per subject area. 				

FOCUS	Y	N	NA	REMARKS
➤ The list is current.				
➤ The prescribed format is used in its preparation.				
External Audit				
➤ The school was audited at least once during the last five (5) years.				
➤ Audit statements have been:				
• received				
• acted on.				
POLICY IMPLEMENTATION				
➤ The school:				
• Is accurately graded.				
• Ensures that pupil transfers are done in accordance with the directives of the Ministry of Education.				
• Ensures that each vendor is in possession of a Food Handler's Certificate.				
• Makes sure that the operation of the canteen is in keeping with the Ministry's directives.				
• Adheres to the prescribed;				
✓ pupil-toilet ratio				
✓ gender allocation of toilets.				
• Has drinking outlets(taps) in the prescribed ratio.				
• Has fire safety equipment in accordance with the provisions stated in the Non-Academic Standards				
• Ensures that each staff member has his or her prescribed workload.				
• Prohibits the usage of cell phones during instructional time.				
• Conducts Parent-Teacher Conferences.				
• Has a Child Development Index Card (CDIC) for each learner.				
• Ensures that CDICs are checked on a termly basis.				

FOCUS	Y	N	NA	REMARKS
Book Policy				
➤ The Book Policy is in place.				
➤ Teachers are aware of its contents.				
➤ The school has a Textbook Management Committee (no less than 4 persons and <u>only</u> for Grades A and B schools).				
➤ The school has the required number of books:				
• Basic Texts (1 per learner).				
• Class Sets (1 for every 3 learners)				
• Teacher's Reference (1 per teacher).				
➤ The school has received Library Sets.				
➤ The school has conducted its annual audit of textbooks.				
➤ The following statistics were submitted:				
• Enrolment of learners				
• Actual Teaching Staff.				
➤ All textbooks received have been:				
• inventorised				
• stamped by the school.				
➤ All parents/guardians have signed the Book Agreement Form .				
➤ All textbooks on loan for the last school year were returned:				
• learners				
• teachers.				
➤ The cards are checked on a termly basis by the:				
• Headteacher				
• Supervising Officer.				
STAFFING				
The school has :				
• Seventy five percent (75%) or more trained teachers.				
• Teachers who attended Grade Committee Meetings during the last school year to help improve their job performance.				

FOCUS	Y	N	NA	REMARKS
<ul style="list-style-type: none"> Administrative staff vacancies. 				
<ul style="list-style-type: none"> Administrative staff member(s) acting in a vacancy for more than one (1) year. 				
<ul style="list-style-type: none"> Assigned the most competent teacher(s) to the receiving grade (Grade I). 				

FOCUS				Y	N	NA	REMARKS
Special Education Needs (SEN)							
➤ The school has a documented policy on SEN.							
➤ Each staff member is au fait with the policy.							
➤ The school has learners with the following disabilities:							
• physical							
• emotional							
• learning							
• behavioural							
No. of Learners with disabilities	Physical	Emotional	Learning	Behavioural			
➤ A diagnosis was done of learners with disabilities by a SEN specialist.							
➤ Learners with disabilities are regularly evaluated by SEN specialists.							
➤ The school caters for learners with the following disabilities:							
• physical							
• emotional							
• learning							
• behavioural							
➤ There is an <i>Individualised Education Plan</i> for learners with learning disabilities.							
➤ Teachers were trained to teach learners with disabilities.							
➤ Parents/guardians were/are informed of their children's/ward's disability/ies.							
➤ Parents/guardians are supportive of the school's efforts/endeavours to educate their children/wards.							

CURRICULUM: INSTRUCTIONAL RECORDS

FOCUS	Y	N	NA	REMARKS
<u>Timetable</u> ➤ The teacher (s) adhere (s) to the National Timetable.				
<u>Curriculum Guides/Syllabi/Manuals</u> ➤ All the current Curriculum Guides are in place. (See list attached).				
➤ There is a Scope and Sequence Chart for each core subject: <ul style="list-style-type: none"> • Language Arts 				
<ul style="list-style-type: none"> • Mathematics 				
<ul style="list-style-type: none"> • Science 				
<ul style="list-style-type: none"> • Social Studies 				
➤ There is a copy of the Learning Outcomes/Attainment Targets for each core subject: <ul style="list-style-type: none"> • Language Arts 				
<ul style="list-style-type: none"> • Mathematics 				
<ul style="list-style-type: none"> • Science 				
<ul style="list-style-type: none"> • Social Studies 				
Activity Guides (HFLE): ✓ Grade 1				

FOCUS	Y	N	NA	REMARKS
✓ Grade 2				
➤ Infusion Guides (HFLE): ✓ Grade 3				
✓ Grade 4				
✓ Grade 5				
✓ Grade 6.				
➤ The Grade 6 Syllabus is in place.				
➤ All Manuals are in place: • IRI				
✓ Grade 1				
✓ Grade 2				
✓ Grade 3				
• Literacy Hour: ✓ Grade 1				
✓ Grade 2				
• Teacher's Manual for the Primary Timetable-Grades 1 & 2.				

FOCUS	Y	N	NA	REMARKS
<u>General Schemes-of-Work</u>				
➤ A General Scheme-of-Work that caters for each timetabled subject is presented.				
➤ The prescribed format is used.				
➤ The topics are general.				
➤ The objectives are general.				
➤ The objectives account for:				
• knowledge				
• skills				
• attitudes.				
➤ Subject components are catered for separately (where applicable).				
➤ Evaluation strategies are appropriately stated.				
➤ Each General Scheme-of-Work is examined and approved by the Supervising Officer of the school.				
<u>Annual Schemes-of-Work</u>				
➤ A current Annual Scheme-of-Work is presented for each:				
• timetabled subject				
• grade				
• teacher.				
➤ The prescribed format is used.				

FOCUS	Y	N	NA	REMARKS
➤ The Curriculum Guide /Syllabus has been used in the preparation of the relevant Scheme-of-Work.				
➤ There is continuity in curriculum content for each subject throughout the grades.				
➤ Curriculum content is adequately distributed among the three (3) terms.				
➤ Subject components are catered for separately (where applicable).				
➤ Each Annual Scheme-of-Work addresses the areas listed below, as identified in the corresponding General Scheme-of-Work: <ul style="list-style-type: none"> • topics 				
<ul style="list-style-type: none"> • objectives 				
<ul style="list-style-type: none"> • evaluation strategies 				
➤ Each Annual Scheme-of-Work is examined and approved by a member of the administrative staff.				
Termly Schemes-of-Work				
➤ A current Termly Scheme-of-Work is presented for each: <ul style="list-style-type: none"> • timetabled subject 				
<ul style="list-style-type: none"> • grade 				
<ul style="list-style-type: none"> • teacher. 				
➤ The prescribed format is used.				
➤ Each week of the current term is catered for separately.				

FOCUS	Y	N	NA	REMARKS
➤ Each Termly Scheme-of-Work addresses the areas listed below, as identified for that particular term, in the corresponding Annual Scheme-of-Work: <ul style="list-style-type: none"> • topics 				
<ul style="list-style-type: none"> • objectives 				
<ul style="list-style-type: none"> • evaluation strategies 				
➤ Subject components are catered for separately.				
➤ Topics are sequenced as per corresponding Annual Scheme-of-Work.				
➤ Provision is made for revision and continuous assessment.				
➤ Each Termly Scheme-of-Work is examined and approved by a member of the administrative staff.				
<u>Lesson Plans</u>				
➤ Lesson Plans are presented for each teacher.				
➤ The prescribed format is used.				
➤ For the current term, there is a written plan for each lesson as per timetable.				
➤ Topics in Lesson Plans are consistent with those listed in the Termly Schemes-of-Work.				
➤ Each lesson objective contains the following: <ul style="list-style-type: none"> • performance 				

INDICATOR	Y	N	NA	REMARKS
<ul style="list-style-type: none"> • condition 				
<ul style="list-style-type: none"> • criterion. 				
<ul style="list-style-type: none"> ➤ Lesson Plans reflect the use of a variety of teaching-learning strategies. 				
<ul style="list-style-type: none"> ➤ Each teacher utilizes electronic technology in curriculum delivery. 				
<ul style="list-style-type: none"> ➤ Each lesson is evaluated. 				
<ul style="list-style-type: none"> ➤ Lesson Plans are examined and approved by member of the administrative staff. 				
<p><u>Records-of-Work</u></p>				
<ul style="list-style-type: none"> ➤ A Record-of-Work is presented for each class. 				
<ul style="list-style-type: none"> ➤ Content page reflects: <ul style="list-style-type: none"> • timetabled subjects 				
<ul style="list-style-type: none"> <ul style="list-style-type: none"> • subject components. 				
<ul style="list-style-type: none"> ➤ Entries are up-to-date. 				
<ul style="list-style-type: none"> ➤ All entries are: <ul style="list-style-type: none"> • precise 				
<ul style="list-style-type: none"> <ul style="list-style-type: none"> • concise 				
<ul style="list-style-type: none"> <ul style="list-style-type: none"> • written in the past tense. 				
<ul style="list-style-type: none"> ➤ Entries in each Record-of-Work are consistent with the provisions in the corresponding Termly Scheme-of-Work. 				

FOCUS	Y	N	NA	REMARKS
➤ Synchronization of topics exists between/among parallel classes in each grade.				
➤ Records-of-Work are examined, signed and dated by a member of the administrative staff.				
<u>Learners' Workbooks</u>				
➤ Adequate preparations are made for lessons: <ul style="list-style-type: none"> <li data-bbox="296 532 432 565">• name 				
<ul style="list-style-type: none"> <li data-bbox="296 605 411 638">• date 				
<ul style="list-style-type: none"> <li data-bbox="296 677 457 709">• subject 				
<ul style="list-style-type: none"> <li data-bbox="296 748 436 781">• grade. 				
➤ Work is neatly presented.				
➤ Handwriting is legible.				
➤ All drawings/illustrations are captioned/labeled.				
➤ Pages are properly utilized.				
➤ Notes and assignments seen bear direct relation to topics in the Lesson Plans.				
➤ All work is marked, signed and dated by the teacher.				
➤ The teacher(s) make(s) corrections to learners' work.				
➤ Learners are made to correct mistakes identified in their work.				
<u>Assessment</u>				
➤ Each teacher conducts assessments: <ul style="list-style-type: none"> <li data-bbox="331 1398 569 1430">• continuous 				

FOCUS	Y	N	NA	REMARKS
<ul style="list-style-type: none"> • summative. 				
<ul style="list-style-type: none"> ➤ A Table-of-Specifications is used to prepare each test. 				
<ul style="list-style-type: none"> ➤ Test items for parallel classes are prepared collaboratively by the teachers. 				
<ul style="list-style-type: none"> ➤ Tests are constructed using a variety of formats. 				
<ul style="list-style-type: none"> ➤ Instructions are: <ul style="list-style-type: none"> • clear 				
<ul style="list-style-type: none"> • specific. 				
<ul style="list-style-type: none"> ➤ Mark Schemes are presented. 				
<ul style="list-style-type: none"> ➤ Test items reflect lesson objectives. 				
<ul style="list-style-type: none"> ➤ Timely submission of the following is made to a member of the administrative staff: <ul style="list-style-type: none"> • Tables-of-Specifications 				
<ul style="list-style-type: none"> • Test Items. 				
<ul style="list-style-type: none"> ➤ A member of the administrative staff examines and approves: <ul style="list-style-type: none"> • Tables-of-Specifications 				
<ul style="list-style-type: none"> • Test items. 				
<ul style="list-style-type: none"> ➤ Each teacher uses data from assessments to: <ul style="list-style-type: none"> • inform planning 				

FOCUS	Y	N	NA	REMARKS
<ul style="list-style-type: none"> • inform parents of learners' progress 				
<ul style="list-style-type: none"> • promote learners. 				
<ul style="list-style-type: none"> ➤ Each teacher keeps a sample of all items done for assessments. 				
<p>Annual Schedule</p> <ul style="list-style-type: none"> ➤ Annual Schedules for the last five (5) school years are in place. 				
<ul style="list-style-type: none"> ➤ Assessment data have been: <ul style="list-style-type: none"> • computed 				
<ul style="list-style-type: none"> • analyzed. 				
<p>Action Plan</p> <ul style="list-style-type: none"> ➤ An Action Plan is prepared to address weaknesses in learners' performance at: <ul style="list-style-type: none"> • Annual Examination 				
<ul style="list-style-type: none"> • National Assessment: 				
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ✓ Grade 2 				
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ✓ Grade 4 				
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ✓ Grade 6 				
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ✓ Grade 9. 				

➤ **Grade 2 Assessment: Learners achieving 50% and over by subject and percentage**

SUBJECT	NO. OF CANDIDATES ENTERED	NO. 50% AND OVER	% GAINED 50% AND OVER
Reading			
English			
Mathematics			
Average			

➤ **Grade 4 Assessment: Learners achieving 50% and above by subject and percentage**

SUBJECT	NO. OF CANDIDATES ENTERED	NO. 50% AND OVER	% GAINED 50% AND OVER
English			
Mathematics			
Average			

➤ **Grade 6 Assessment:**

Number and Percentage of Learners awarded Sixth Form, List A, B, C, D and F Schools at the National Grade 6 Assessment 201_

NO. OF CANDIDATES ENTERED	SIXTH FORM		LIST A		LIST B		LIST C		LIST D		LIST F	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%

➤ **Annual Examination: (201_) Learners achieving 50% and above by grade, subject and percentage (Grades 1-6)**

Grade	Reading			English			Mathematics			Social Studies			Science		
	No. of Cand. Presented	No. Gained 50% & Over	% Gained 50% & Over	No. of Cand. Presented	No. Gained 50% & Over	% Gained 50% & Over	No. of Cand. Presented	No. Gained 50% & Over	% Gained 50% & Over	No. of Cand. Presented	No. Gained 50% & Over	% Gained 50% & Over	No. of Cand. Presented	No. Gained 50% & Over	% Gained 50% & Over
1															
2															
3															
4															
5															
6															
Total															

SUBJECT	NO. OF CANDIDATES PRESENTED GRADES 1-6	NO. GAINED 50% & OVER GRADES 1-6	% GAINED 50% & OVER GRADES 1-6
Reading			
English			
Mathematics			
Science			
Social Studies			
Average			

Annual Examination: (201_) Summary of School Performance by Subject and Percentage

FOCUS	Y	N	NA	REMARKS
➤ Class Logs A Class Log is available for each class/grade.				
➤ Pertinent information is stated therein: <ul style="list-style-type: none"> • bio-data for each learner 				
<ul style="list-style-type: none"> • academic and other achievements of each learner. 				
<ul style="list-style-type: none"> • inventory of class 				
<ul style="list-style-type: none"> • evidence of continuous assessment. 				
Interactive Radio Instruction (IRI)				
➤ Support Materials are in place: <ul style="list-style-type: none"> • Radio/CD player 				
<ul style="list-style-type: none"> • Workbook/chequered line exercise book 				
<ul style="list-style-type: none"> • Teacher's Manual 				
<ul style="list-style-type: none"> • IRI Calendar. 				
➤ Lessons are done as per Timetable.				
➤ Teacher and learners participate in lessons.				
➤ Learners: <ul style="list-style-type: none"> • follow audio instructions 				
<ul style="list-style-type: none"> • complete worksheets. 				
➤ Teacher analyses completed worksheets to identify: <ul style="list-style-type: none"> • weaknesses of individual learners 				
<ul style="list-style-type: none"> • areas for necessary follow-up. 				

IMPLEMENTATION OF IRI PROGRAMME

LESSONS	GRADE I			GRADE II			GRADE III		
	TERM			TERM			TERM		
	I	II	III	I	II	III	I	II	III
No. of lessons targeted									
No. of lessons taught									
% of lessons taught									

Remarks:.....

.....

.....

.....

.....

INSTRUCTION (ALI) GRADES 1 & 2

FOCUS	Y	N	NA	REMARKS
➤ Session is conducted as per timetable (20 minutes – Tue., Wed. & Thur.)				
➤ Focus is on children who are at risk.				
➤ Learners are placed in three (3) groups:				
• above average				
• average				
• below average.				
➤ Literacy activities are:				
• adequate				
• suitable				
• varied				
• challenging				
• well organized.				
➤ Slow learners receive most of the teacher's attention.				
➤ Teacher establishes routine.				
➤ Independent work includes:				
• partner reading				
• self-selected reading				
• writing new words				

FOCUS	Y	N	NA	REMARKS
<ul style="list-style-type: none"> spelling new words 				
<ul style="list-style-type: none"> composing sentences 				
<ul style="list-style-type: none"> making word families 				
<ul style="list-style-type: none"> reading the word wall 				
<ul style="list-style-type: none"> matching pictures to a beginning sound 				
<ul style="list-style-type: none"> writing letters of the alphabet. 				

LITERACY HOUR - GRADES 1 & 2

FOCUS	Y	N	NA	REMARKS
<u>Planning and Preparation</u> ➤ There is a written Lesson Plan.				
➤ Teacher follows the 10-day plan outlined in the Literacy Hour Guide (Grade One only).				
➤ Instructional Materials are used:				
• Phonics CDs/Cassettes				
• RALP Readers				
• Rainbow Readers: ✓ Grade One				
✓ Grade Two				
• Scholastic Readers/Supplementary Readers.				

FOCUS	Y	N	NA	REMARKS
<u>Lesson Delivery</u> ➤ Literacy Hour is implemented according to the National Timetable.				
➤ Objectives are: <ul style="list-style-type: none"> • stated 				
<ul style="list-style-type: none"> • shared. 				
➤ Teacher: <ul style="list-style-type: none"> • combines phonics and whole language approach. 				
<ul style="list-style-type: none"> • integrates reading, writing, speaking and comprehension skills. 				
<ul style="list-style-type: none"> • engages learners in systemic phonemic awareness. 				
➤ Teacher demonstrates phonemic awareness by: <ul style="list-style-type: none"> • clapping 				
<ul style="list-style-type: none"> • singing 				
<ul style="list-style-type: none"> • reciting 				
<ul style="list-style-type: none"> • tapping. 				
➤ Pupils participate in phonemic awareness.				
➤ Phonics is done: <ul style="list-style-type: none"> • modeling letter sounds 				

FOCUS	Y	N	NA	REMARKS
• making word chart				
• playing word games				
• showing word-spelling relationship				
• segmenting				
• blending.				
➤ Language strategies are used adequately.				
➤ Literacy strategies are emphasised.				
➤ Teacher models what pupils should be doing during group work.				
➤ Pupils increasingly participate in the activities.				
➤ Pupils use appropriate instructional materials.				
➤ Small group and independent activities are done by pupils for the next twenty (20) minutes.				
➤ Small group and independent activities include:				
• reading				
• drawing				
• tracing				
• writing				
• completing worksheets.				
➤ During these activities, teacher gives attention to all of the groups.				
➤ The final three (3) minutes of the Literacy Hour is used to reflect on what was:				
• done				
• learnt.				

N.B. *Language strategy* involves listening, speaking, viewing and writing while covering skills such as grammar and spelling.

Literacy strategies involve phonemic awareness, vocabulary and comprehension.

FOCUS	Y	N	NA	REMARKS
Grade 2 (only)				
➤ The Literacy Hour Teacher combines reading and writing.				
➤ Pupils participate in:				
• whole-class activities				
• group activities.				
➤ Language strategies are used:				
• Guided Reading				
• Shared Reading				
• Shared Writing				
• Independent Writing.				
➤ Small-group and independent activities are done for twenty (20) minutes.				
➤ Reinforcement materials are used:				
• word chart				
• games				
• sentence strips				
• word games				
• word spelling relationship.				
➤ The final ten (10) minutes of the Literacy Hour is used to reflect on what was :				
• done				
• learnt.				

CLASSROOM OBSERVATION

FOCUS	Y	N	NA	REMARKS
<u>Planning and Preparation</u>				
➤ Relevant Grade Timetable with analysis is prominently displayed in the classroom.				
➤ A Lesson Plan is presented.				
➤ The plan was examined, signed and dated by a member of the administrative staff.				
<u>Purpose</u>				
➤ The purpose of the lesson is:				
• for review				
• to introduce new concepts/skills				
• for practice				
• other.				
<u>Objectives</u>				
➤ The objectives reflect:				
• performance				
• condition				
• criterion.				
➤ The lesson objective is:				
• realistic				
• relevant.				
<u>Content</u>				
➤ The content is:				
• accurate				
• relevant to the grade				
• consistent with the curriculum				
• adequate.				

FOCUS	Y	N	NA	REMARKS
Methodology / Procedures ➤ The methodology/procedures stated: <ul style="list-style-type: none"> • will achieve the objective (s) 				
<ul style="list-style-type: none"> • include (s)learner activities 				
<ul style="list-style-type: none"> • link (s)or integrates other subject areas 				
<ul style="list-style-type: none"> • cater(s) for different abilities. 				
➤ Relevant learning-support materials/equipment is identified.				
➤ Learners' Assessment/Feedback: <ul style="list-style-type: none"> • matches objectives 				
<ul style="list-style-type: none"> • matches methods 				
<ul style="list-style-type: none"> • allows for feedback 				
<ul style="list-style-type: none"> • uses samples of learners' work. 				
➤ Lesson Plan is prepared according to the prescribed format.				

FOCUS	Y	N	NA	REMARKS
Lesson Delivery				
➤ Teacher begins lesson on time.				
➤ The lesson is appropriately introduced:				
• objective(s) is/are indicated				
• links between previous and present lessons are established.				
➤ The predominant method(s) used is/are:				
• note-giving				
• lecture				
• note-giving and lecture				
• class discussion				
• group discussion				
• learner presentation				
• individual seat work				
• other.				
➤ Teacher supervises learners as they do practice work.				
➤ The teacher's interaction with learners is:				
• positive				
• encouraging				
• all-inclusive.				
➤ Lesson is well-paced.				
➤ Lesson is taught in accordance with the plan.				
➤ The duration of the lesson is adhered to as per timetable.				

FOCUS	Y	N	NA	REMARKS
<u>In-class assessments / feedback</u>				
➤ The concluding activities are:				
• appropriate				
• encouraging				
• sufficient				
• rewarding				
• checked				
• corrected				
• used to give feedback.				
➤ The questions asked by the teacher are:				
• suitable				
• challenging				
• well distributed.				
<u>Management</u>				
➤ The activities are sequenced to achieve the objective (s).				
➤ The learning-support material (s)/ equipment is/are:				
• ready for use				
• used effectively				
• adequate				
• relevant				
• suitable.				
➤ Learner(s) display disruptive behavior.				
➤ Disruptive behavior is handled well.				

FOCUS	Y	N	NA	REMARKS
<u>Learners' In-class behaviour</u>				
➤ Learners are:				
• on time for the beginning of lesson				
• adequately prepared for the lesson				
• on task for most of the lesson				
• attentive				
• in class for the entire lesson				
• willing				
• responding appropriately.				
<u>The Classroom Learning Environment</u>				
<u>Physical Facilities (Classroom)</u>				
➤ The classroom is:				
• clean				
• well ventilated				
• well lit				
• in good repair (no leaks, etc.)				
• attractive.				

FOCUS	Y	N	NA	REMARKS
<p>➤ Textbook Use</p> <p>Subject.....</p>				
<p>➤ Textbooks are available.</p>				
<p>➤ Textbooks are used:</p>				
<ul style="list-style-type: none"> • Basic 				
<ul style="list-style-type: none"> • Class Set 				
<ul style="list-style-type: none"> • Teacher's Reference 				
<ul style="list-style-type: none"> • Library Set. 				
<p>➤ Each learner has a copy of the basic textbook.</p>				
<p>➤ No more than three (3) learners make use of a class set.</p>				
<p>➤ The textbook is used to:</p> <ul style="list-style-type: none"> • Introduce a concept 				
<ul style="list-style-type: none"> • Reinforce a concept 				
<ul style="list-style-type: none"> • Facilitate practice. 				
<p>➤ The relevant section/content of the textbook matches the lesson objective (s).</p>				
<p>➤ Textbooks are kept in good condition.</p>				

FOCUS	Y	N	NA	REMARKS
<u>Classroom Space/Specialist Room</u>				
➤ The classroom space is adequate.				
➤ The classroom environment is safe:				
• internal				
• external.				
➤ The specialist rooms are:				
• appropriate				
• adequately furnished.				
<u>Teaching-Learning Materials</u>				
➤ The classroom has learning corners/ areas.				
➤ Learners make use of interest/learning areas provided by teachers.				
➤ Charts are:				
• mounted at learners' eye level				
• appropriate				
• current.				
➤ Learners' work is displayed.				
➤ Books, other than texts are available to learners.				

PREMISES, FACILITIES AND EQUIPMENT

FOCUS	Y	N	NA	REMARKS
Building				
➤ The name of the school is boldly printed on the building.				
➤ The school building is painted in the official colour(s) – white/cream.				
➤ The walls of the building are no less than 10ft from floor to plate.				
➤ The walls are:				
• clean				
• secure				
• free of holes.				
➤ The building has no less than two stairways/entrances and exits.				
➤ The roof of the building is:				
• appropriately covered				
• close boarded/sealed				
• leak - proof				
• clean.				

FOCUS	Y	N	NA	REMARKS
➤ The school has: • adequate lighting				
– natural				
– artificial				
• adequate ventilation				
• electricity.				
➤ The windows are: • in place				
• secure				
• clean.				
➤ The floor is firm. (free of holes, rotting boards)				
➤ The school adheres to the space-per- child ratio.				
➤ There is adequate space between: • grades				
• classes.				

FOCUS	Y	N	NA	REMARKS
➤ There are clearly established passageways between:				
• grades				
• classes (where there are no discrete classrooms).				
➤ Grades/Classes are clearly identified.				
<u>Furniture/Equipment</u>				
➤ Furniture for learners is:				
• adequate				
• appropriate				
– size				
– type.				
➤ The furniture for teachers is:				
• adequate				
• appropriate.				

FOCUS	Y	N	NA	REMARKS
➤ The chalkboard/whiteboard is in good condition.				
➤ Fire safety equipment has been provided in accordance with the provision stated in the Non-Academic Standards.				
<u>Rooms/Areas/Offices/Halls</u>				
➤ Provision is made for:				
• Headteacher's Office				
• Deputy Headteacher's Office				
• Staff Room				
• Sick Bay/Rest Room				
• Strong/Store Room				
• Waiting /Reception Area				
• Kitchenette				
• Multi-Purpose Hall/Auditorium.				

FOCUS	Y	N	NA	REMARKS
<u>Resource Rooms/Laboratories</u>				
➤ Resource Rooms are in place:				
• Library/Reading Room				
• Information Technology				
<u>Learning Areas</u>				
• Mathematics				
• English				
• Social Studies				
• Science				
• Other.				
➤ Each Resource Room has support materials that are:				
• adequate				
• appropriate.				
➤ Mounted learning-support materials are:				
• in place				

FOCUS	Y	N	NA	REMARKS
<ul style="list-style-type: none"> • relevant 				
<ul style="list-style-type: none"> • conspicuous. 				
<p>Facilities</p> <ul style="list-style-type: none"> ➤ Sanitary facilities are provided in the prescribed ratios: 				
<ul style="list-style-type: none"> • showers for learners 				
<ul style="list-style-type: none"> • showers for teachers 				
<ul style="list-style-type: none"> • toilets for learners 				
<ul style="list-style-type: none"> • toilets for teachers 				
<ul style="list-style-type: none"> • drinking outlets 				
<ul style="list-style-type: none"> • Sanitac Units for learners 				
<ul style="list-style-type: none"> • Sanitac Units for teachers. 				
<ul style="list-style-type: none"> ➤ Separate toilets are provided for: • male and female learners 				
<ul style="list-style-type: none"> • male and female teachers. 				

FOCUS	Y	N	NA	REMARKS
<ul style="list-style-type: none"> • female teachers. 				
<ul style="list-style-type: none"> ➤ The sanitary facilities are functional: 				
<ul style="list-style-type: none"> • showers 				
<ul style="list-style-type: none"> • toilets 				
<ul style="list-style-type: none"> • drinking outlets. 				
<ul style="list-style-type: none"> ➤ There is a garbage disposal facility in each class. 				
<ul style="list-style-type: none"> ➤ Potable water is available. 				
<ul style="list-style-type: none"> ➤ A guard hut is in place. 				
<ul style="list-style-type: none"> ➤ An area is provided for Agricultural Science. 				
<ul style="list-style-type: none"> ➤ There is adequate space provided for: 				
<ul style="list-style-type: none"> • Physical Education 				
<ul style="list-style-type: none"> • Play. 				
<ul style="list-style-type: none"> ➤ Equipment is provided for: 				
<ul style="list-style-type: none"> • Physical Education 				
<ul style="list-style-type: none"> • Play. 				

FOCUS	Y	N	NA	REMARKS
Compounds				
➤ The compound is:				
• fenced				
• level				
• well-drained.				
➤ The compound is free of:				
• unwanted vegetation				
• stray animals				
• litter				
• seepage from sanitary facilities.				
➤ There is a garbage disposal facility in place:				
• furnace				
• bin				
• covered hole.				

INDICATOR	Y	N	NA	REMARKS
<u>Sick Bay/Rest Room</u>				
➤ There is a Sick Bay/Rest Room for emergencies.				
➤ The furniture in the Sick Bay/Rest Room is:				
• appropriate				
• clean.				
➤ The linen is:				
• appropriate				
• clean.				
➤ The Sick Bay/Rest Room is kept clean.				
➤ There is a First Aid Kit.				
➤ Basic First Aid items (for external use only) are stored within.				
➤ Use of the Sick Bay/Rest Room is monitored by a member of the centre administration.				
<u>The Library</u>				
➤ The centre has a:				
• discrete library.				
• special area set aside for reading and research.				
➤ Lighting in the library is adequate.				
➤ Furniture in the library is:				
• adequate				
• appropriate.				
• well kept.				
➤ The library caters for the needs of the:				
• teachers				

INDICATOR	Y	N	NA	REMARKS
<ul style="list-style-type: none"> • learners 				
<ul style="list-style-type: none"> • community. 				
<ul style="list-style-type: none"> ➤ Each class is timetabled to use the library. 				
<ul style="list-style-type: none"> ➤ Provision is made for the borrowing of materials. 				
<ul style="list-style-type: none"> ➤ The library provides a variety of materials for use: 				
<ul style="list-style-type: none"> • print 				
<ul style="list-style-type: none"> • non-print. 				
<ul style="list-style-type: none"> ➤ The stock of print and non-print materials is: 				
<ul style="list-style-type: none"> • in good condition 				
<ul style="list-style-type: none"> • sufficient 				
<ul style="list-style-type: none"> • varied to meet the needs of each subject area. 				
<p><u>Canteen</u></p>				
<ul style="list-style-type: none"> ➤ There is a canteen. 				
<ul style="list-style-type: none"> ➤ There is a copy of the existing contract between the centre and the operator(s) of the canteen. 				
<ul style="list-style-type: none"> ➤ The contract is constructed as prescribed by the Ministry of Education. 				
<ul style="list-style-type: none"> ➤ The canteen is: 				
<ul style="list-style-type: none"> • clean 				
<ul style="list-style-type: none"> • free of pests. 				
<ul style="list-style-type: none"> ➤ The canteen is operated by: 				
<ul style="list-style-type: none"> • private individuals 				
<ul style="list-style-type: none"> • other. 				

INDICATOR	Y	N	NA	REMARKS
➤ The canteen caters for: • learners				
• teachers.				
➤ Facilities are: • adequate				
• appropriate				
• clean.				
➤ Items for sale are neatly displayed.				
➤ All canteen attendants possess valid Food Handler's Certificates.				
➤ Hygienic practices are observed when handling food items.				
➤ The canteen operates within the prescribed hours.				
➤ Only approved food and drink items are available at the canteen.				
➤ The centre receives a rent from the canteen operators.				
➤ Receipts are issued for monies received.				
➤ Records are kept in respect of monies received.				

OUTSIDE LINKS

FOCUS	Y	N	NA	REMARKS
Parent-Teacher Association (PTA)				
➤ The Parent-Teacher Association:				
• is duly constituted.				
• convenes statutory meetings:				
✓ General PTA				
✓ Grade Level				
• keeps minutes of each meeting (from last school year to the previous month of the monitoring/inspection visit)				
• has three (3) signatories to the Bank Account.				
• has a Plan of Activities for the current year (school/calendar).				
• has a parent as Treasurer.				
School Improvement Advisory Committee (SIAC)				
The SIAC:				
• is duly constituted.				
• convenes statutory meetings.				
• is involved in the implementation of the SIP.				
• monitors the implementation of targets on the SIP				

FOCUS	Y	N	NA	REMARKS
for the particular year of implementation.				
<ul style="list-style-type: none"> • meets termly and annually to: <ul style="list-style-type: none"> ✓ plan 				
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ✓ review <p>the implementation of the SIP.</p>				
<ul style="list-style-type: none"> ➤ The school permits community groups to use its: <ul style="list-style-type: none"> • building 				
<ul style="list-style-type: none"> <ul style="list-style-type: none"> • compound 				
<ul style="list-style-type: none"> <ul style="list-style-type: none"> • playing facilities 				
<ul style="list-style-type: none"> <ul style="list-style-type: none"> • instructional resources (library, laboratory, etc) 				
<ul style="list-style-type: none"> ➤ Open Days are conducted for parents/guardians. 				
<ul style="list-style-type: none"> ➤ The school has been adopted. 				

Revised: January 2014