



Lagos State Ministry of Education

Private School Grading Self-Assessment Form

School Code *(to be completed by EMIS unit, State Ministry of Education)*

THIS FORM IS FOR NURSERY AND PRIMARY CLASSES ONLY.

When you are answering the questions, Please refer only to issues that relate directly to **nursery** and **primary** classes.

Please complete **every section** in this form and answer **every question**. Even if some of the questions seem to be 'not applicable', do your best to respond to each question.

Do not use correcting fluid on this form. A form which includes answers that have been changed will not be accepted. Therefore, please photocopy this form and only fill out the original using pen once you are satisfied with your answers. Please keep a copy in your school for your own records and development purposes. **Submit the original and a photocopy of the completed form to the ministry.**

As you answer each question, cross-check that you have existing documentation or evidence in your school which supports your self-assessment. These documents and evidence will be checked during validation. Standard examples of evidence are given for most of the questions, but innovative approaches will also be welcomed.

Start reading the D answers, then the C, B and finally the A. If you do not have everything mentioned in a particular grade of answer e.g. B, then you must select a grade below it that has **ALL** the features of your school. It may be either C or D.

This form will take some days to complete fully, but it is designed in such a way that you can complete it in stages. You can answer some questions, go and do something else, then come back to the form. The school proprietor will need the assistance of other staff to complete this form.

The most important thing to bear in mind as you complete this form is that the information should be valid and correct as of the date of validation. Do **not** grade yourself on what you "used to do" or "want to do". Following the self-assessment, you can set targets for your school to improve in areas where you feel you can do better.

Following a successful validation exercise, you will receive a report card detailing your overall grade and information about your performance.

Please call **08150617137**, email schoolsgrading@lasgmoed.com or visit the Private Education and Special Programmes department if you have any enquiries with regard to the grading exercise.

Please confirm the deadline for submission from the Private Education and Special Programmes department and submit on or before the deadline.

Please see the last page for information on where to submit this form.

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About your school

School name	
Previous school name (if any)	
School address and nearest bus stop	
LGA	
School email address	
Proprietor's name	
Proprietor's phone number(s)	
Proprietor's email address	
Year of establishment	
Number of teachers including Head Teacher	

School's approval status

Tick the box which matches your status:

Guidelines purchased	
Name search	
Formal application	
Site inspection	
Take-off permit	
Approval inspection	
Provisional approval	
Payment of accreditation fees/full inspection	
Full approval (after 10 years)	

School's ownership

Tick the box which matches your status:

single private owner	
two or more private owners	
religious foundation	
non-religious foundation (e.g. Embassy, Commercial Company)	
other (please specify) _____ _____	

Enrolment - How many learners do you have in nursery and primary classes?

Type of School	Student numbers		Total
	boys	girls	
Primary			
Nursery*			
Total			

*Nursery includes any group below primary 1 including Pre-Primary, Pre-School, Crèche, Kindergarten, Play Group, Day Care, etc.

Tuition fees - How much does each learner pay in tuition fees **per annum**? This should include any compulsory, regular, additional levies such as maintenance but should exclude optional levies such as transport. Please tick the column which best applies to your school. The amounts are **per child per annum**.

Class	Tuition fees per learner per annum			
	₦25 000 or below	₦25 001 – ₦50 000	₦50 001 – ₦100 000	over ₦100 000
Primary 4-6				
Primary 1-3				
Nursery*				

Membership of Associations – Please indicate which of the following registered associations your school belongs to. You can tick as many boxes as apply.

ASSOCIATION	
AFED (Association for Formidable Educational Development)	
AISEN (Association of International School Educators in Nigeria)	
AMIS (Association Of Model Islamic Schools)	
ANSAR-UD-DEEN	
ANWAR-UL-ISLAM MOVEMENT OF NIGERIA	
APEN (Association of Private Educators in Nigeria)	
APSO (Association of Private School Owners)	
Christ Redeemers Schools	
FOMWAN	
Lagos Anglican School Management Board	
Lagos Methodist Schools Management Board	
Lagos State Baptist Conference	
Lagos State Catholic Mission Schools	
LEAMPS (League Of Muslim School Proprietors)	
NAPPS (National Association of Proprietors of Private Schools)	
Other (indicate).....	
None	

School management

1 School administration

A well-managed school has a strong administrative structure and associated systems. In this section we look at how your school is managed through **delegation of duties**.

a) **Delegation of duties**

Our school scores grade

Effective management involves getting things done through and with other people. One way of doing this is by delegating tasks to others. When **duties are delegated** to others and there is shared responsibility, much more can be done and can be done better.

Please read the table below and use it to score your school. Enter the grade that best fits your school in the box provided.

D	C	B	A
<p>In our school, it is the Head Teacher or Proprietor who deals with most issues in the school. When they need to, they instruct other members of staff to do something for them. We have no written roles and responsibilities for posts in the school.</p>	<p>Although our Head Teacher / Proprietor takes responsibility for handling most issues in the school, there are some teachers who have regular responsibilities assigned to them outside their normal teaching duties.</p>	<p>We have an organisational structure that is clearly defined and communicated to all staff. We also have written roles and responsibilities for all members of staff. We hold regular management meetings where tasks are assigned and reported back on. In the absence of the head teacher / proprietor decisions are still made and action is taken where necessary.</p>	<p>All of "B" plus the following: Before any member of staff is given additional responsibilities, discussions are held on the objectives of these tasks and who should have the responsibility for carrying them out, monitoring them and supporting them. We review our organisational structure and systems periodically to ensure it is aimed at school improvement. Where appropriate, handover notes are prepared.</p>
<p>Examples of documentary evidence:</p> <ol style="list-style-type: none"> 1. Staff have copies of their roles and responsibilities that show who they report to and who they supervise 2. The school organisational structure for academic and non-academic staff 3. Minutes of management meetings 			

2 Professional leadership

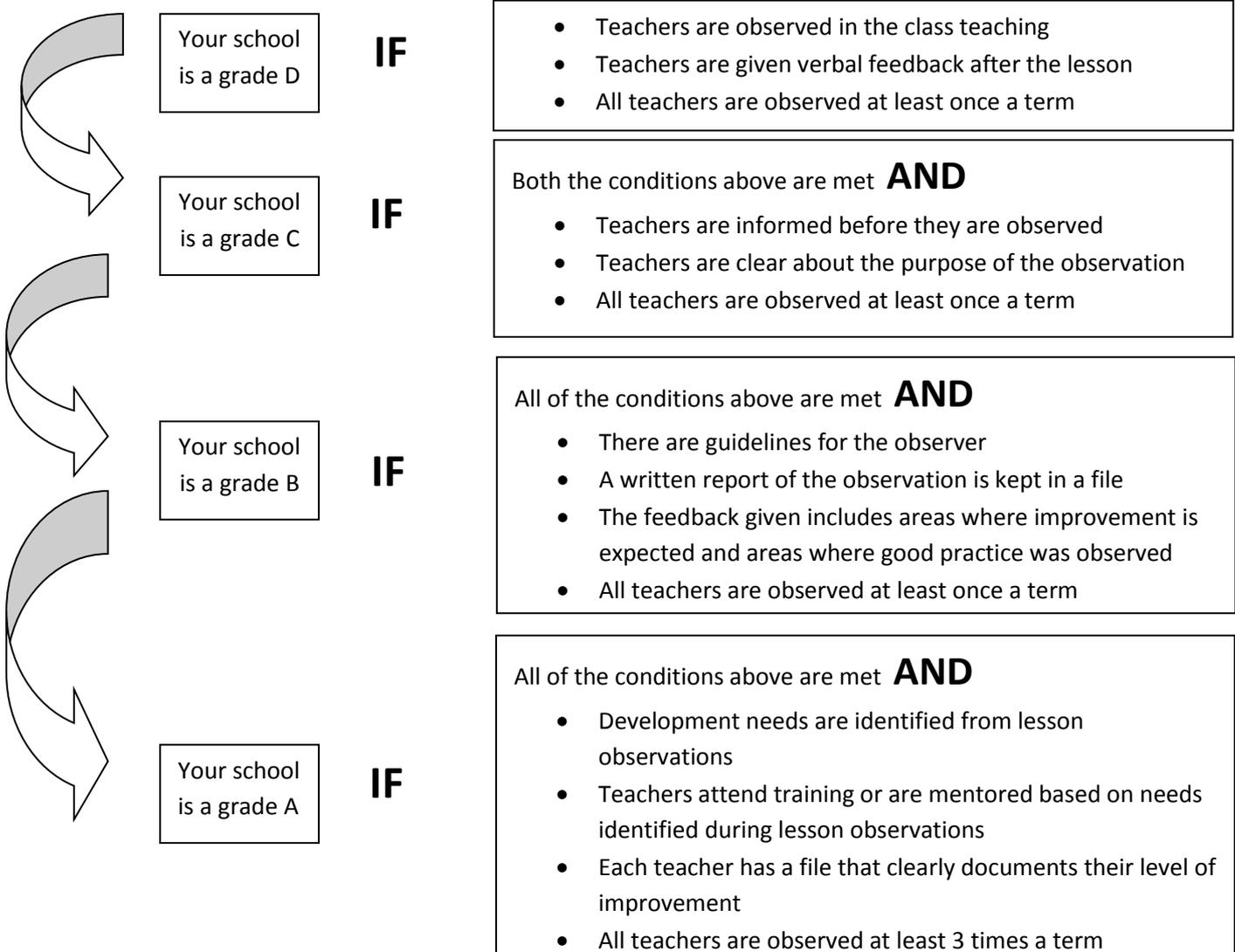
There are many factors that influence the quality of teaching and learning in a school. In this question we look at how your school strengthens this through **lesson observation** and **professional development**. Lesson observations are used to identify the professional development needs of teachers.

a) **System for Lesson Observations**

Our school scores grade

Lesson observation is when someone (the Head Teacher or another senior member of the academic staff) goes to a classroom and watches a teacher teaching a lesson. The lesson is watched from beginning to end and the teacher is not interrupted. The purpose of the lesson observation is to develop the teacher, not to supervise or correct them.

Read the flow chart below to decide which of the grades matches your school. This is a sequential system – for example, your school must do all of the items listed in D **and** C before you can be a C. Enter your final grade in the box provided. Examples of documentary evidence are on the next page – please refer to this as you answer the question.



Examples of documentary evidence:

1. Written communication to teachers informing them of the intended observation
2. Guidelines for observer
3. Reports of lesson observation
4. Files with reports on the improvements observed in each teacher

b) Internal peer support and mentoring systems for teachers

Our school scores grade

Once you know the needs of your teachers, you can then look for ways to develop them. The most effective way to do this is through **internal support and mentoring** by the senior staff or by more experienced teachers (peers). A **Professional development meeting** is a meeting involving the Head Teacher and all of the teachers in a school. Issues that affect teaching and learning are discussed in the meeting. Some form of training is also given to staff during these meetings.

Please read the table below and use it to score your school. Enter the grade that best fits your school in the box provided.

D	C	B	A
<p>Our Head Teacher tells our teachers where they need to improve in their teaching. No development meetings are held in our school.</p>	<p>Professional development meetings are held less than once a term during which we organise in-house seminars for teachers on general topics. Our teachers are encouraged to talk to one another about problems they have in the classroom.</p>	<p>At least 1 professional development meeting is held per term. More experienced teachers are assigned to support the newer ones.</p>	<p>At least 3 professional development meetings are held per term. The content of the training is decided by an analysis of the needs of the teachers. We also have peer support and mentoring systems for our teachers to support one another in their development. Our teachers have formal discussions about their professional development at least once a term.</p>

- Examples of documentary evidence:**
1. Minutes of meetings between management and teachers that discusses issues affecting teaching and learning; and trainings done during the meeting.
 2. Teacher training plan
 3. Teacher development attendance register
 4. Records of discussions between teachers with clear action points
 5. Lists of teachers assigned as mentors and the teachers they are to support.
 6. Copies of the formal discussions on professional development kept in the teachers' files.

c) Meeting the development needs of teachers externally

Our school scores grade

D	C	B	A
<p>Our school does not pay for teachers to go on external training courses.</p>	<p>Our teachers are permitted to attend part-time training courses, but the school does not contribute financially.</p>	<p>We pay for our teachers to go on training courses outside the school based on request.</p>	<p>If there is a new area for our teachers to be developed on such as new curriculum content or ICT, we send our staff for external training. The training need will have been indentified during the lesson observation or professional development meeting.</p>
<p>Examples of documentary evidence:</p> <ol style="list-style-type: none"> 1. Letters from teachers requesting permission and/ or support for external training 2. Teacher training plan 			

School governance

A school is governed when an independent, objective and supportive body oversees what the school management does. This can be done by, for example, a Board of Governors or by a School Based Management Committee, but not by a Parent Teachers Association, since the PTA are not independent. The body oversees major decisions about the future of the school and gives guidance and advice to the school management. Another form of governance is when parents and learners contribute towards the decision making process in a school. Read the tables below and choose the grade which is most appropriate to your school.

3 School governance function

Our school scores grade

D	C	B	A
The school proprietor makes all decisions about the school.	The school proprietor consults with an independent body (not the PTA), but final decisions are made by the proprietor alone.	There is an independent body which governs our school (not the PTA). It has clearly documented roles and responsibilities. The school proprietor consults with the body, but final decisions are made by the proprietor alone.	There is an independent body which governs our school (not the PTA). It has clearly documented roles and responsibilities. The body approves any major decision about the future of the school.
<p>Examples of documentary evidence:</p> <ol style="list-style-type: none"> 1. Constitution of the independent governing body stating their roles and responsibilities 2. Minutes of meetings with the independent governing body documenting consultations by school management and major decisions taken and implemented 			

4 Feedback mechanisms between school and parents

Our school scores grade

D	C	B	A
The child's report card is the only formal feedback given to parents on their children's performance.	Parents give feedback to the school management at the PTA meetings. Parents come and get formal feedback on their children's performance once a term in addition to the report card.	Parents meet with the school at least once a term and some joint decisions are taken. Regular feedback is given to parents on their children's performance in addition to the report card. Parents can come at any time to raise complaints. Our PTA has clearly documented roles and responsibilities.	Our school takes account of the views of parents in the decision-making process. We have links with our parents, keeping them well informed about their children's academic and personal development in addition to the report card. We have formal procedures in place for dealing with parents' complaints. Our PTA has clearly documented roles and responsibilities.

Examples of documentary evidence:

1. Minutes of PTA meetings documenting feedback to parents, their suggestions and comments
2. Minutes of PTA meetings documenting actions taken following suggestions and comments from parents
3. Copies of Learners' report cards
4. Attendance registers for school open day or curriculum day
5. Letters of invitation/Newsletters to parents for the opening day or curriculum day
6. Documented procedure for complaints shared with parents
7. File containing records of complaint and, actions taken
8. Communication book between teachers and parents

5 Learner participation in school governance

Our school scores grade

D	C	B	A
Learners do not participate in the running of the school	The school prefects meet with the school management to discuss issues	There is a student council which discusses issues and makes their views known to the school management. Learners are encouraged to make suggestions about improvements in the school.	Learners have a safe space* to discuss issues that they feel are important to their wellbeing and to the development of their learning. There is a safe feedback mechanism from the learners to the school and vice versa. Learners take part in school decision making.
<p>Examples of documentary evidence:</p> <ol style="list-style-type: none"> 1. School policy on learner participation 2. Constitution of the student council or other student body 3. Minutes of meetings of the student council or other student body 4. Minutes of school management meeting with student council members or other student body 			

*A **safe space** is one in which a child knows that they can trust people, that they will be listened to and taken seriously and that their participation will contribute to positive changes.

Community Relations

The relationship that a school has with its host community can be of great benefit to both the school and the community. A strong relationship built on trust can be observed through the use of the local language and culture within the school during Co-curricular activities and also through signs that the school plays a role in developing the host community.

6 Relationship with the community

Our school scores grade

D	C	B	A
<p>Our school does not have a good relationship with the host community. Our school uses the local language and customs in our Co-curricular activities.</p>	<p>Our school has a cordial relationship with the host community and relates with them on a variety of issues. We attend community forums when appropriate. Our school uses the local language and customs in our Co-curricular activities.</p>	<p>We relate with our host community on a variety of issues and have a strong relationship with them. We take steps to ensure that we have no negative impact environmentally by disposing of our waste and channelling our drainage effectively. Our school takes part with the community in advocating for better services from government. We help learners cross the road near our school.</p>	<p>Our school has representation of the community leader on our governing body. We carry out specific activities which are aimed at developing the community. During our music and drama activities in the school we make use of the local culture, language and customs. We take steps to manage traffic during the rush hour and to ensure that we have no negative impact environmentally by disposing of our waste and channelling our drainage effectively. We share some of our resources with the community.</p>

Examples of documentary evidence:

1. Minutes of community meetings e.g. Landlord/Residents Association
2. Membership and constitution of governing council
3. Payment for community security services
4. Letters to and from the community

School development

7 Planning for school development

For a school to develop it needs to be clear about where it wants to go and how it wants to get there. A long term plan is called a **strategic plan**. This sets out clear goals and objectives for the next 5 – 10 years. To ensure that the school can achieve the long term goals, a school also needs to develop annual plans, sometimes called school improvement plans or **school development plans**. Before a school develops its annual plan, it should carry out a **self-evaluation** (such as this grading exercise) to know where the school currently is.

Please assess the planning cycle of your school by selecting the grade below that best fits what happens in your school. Remember you will have to provide documented evidence for your grade.

Our school scores grade

D	C	B	A
Our school has a vision. The proprietor knows what needs to be done each year, but is constrained by lack of funds. The school does not have a written plan, but when funds are available, the proprietor makes use of them to serve immediate needs.	Our school has a clear vision which is easily visible in the school and classrooms. The proprietor knows what needs to be done each year and discusses this with the PTA, who support wherever possible. There are minutes of meetings to show that discussions are held between the proprietors and the staff in the school to discuss the needs of the school, but this is not translated into a school development plan.	Our school has a clear vision that everyone in the school is aware of. Every year we analyse our pupils’ results. Every year we have a written plan for staff recruitment and training, infrastructure needs and other key activities. Some members of staff contribute to the process of drawing this plan up. Parents are aware of our needs and support the school where they can.	Everyone in our school knows the school vision and feels motivated to achieve it. Every year the school, parents and learners analyse the performance of the school including what we are doing well and what we need to strengthen. From this we jointly agree on which needs are most urgent, and together we prioritise the tasks required to meet these needs. This forms the basis of our plan for the year. At the end of the year, we come together to review what was achieved as a result of implementing the plan.

- Examples of documentary evidence:**
1. *School vision*
 2. *School annual development plan*
 3. *List of attendees and reports from meetings to review the school’s progress*
 4. *Minutes of meetings showing discussions between the proprietor and staff; school management and parents to discuss the needs of the school*
 5. *Analysis of learners’ annual results*

Learner welfare

For each of the questions in this section, please read the tables provided and use them to score your school. Enter the grade that best fits your school in the box provided.

8 Learner health

a) **Learner Health**

Our school scores grade

D	C	B	A
There is no first aid available in the school. Learners are often sent home when they get sick or injured.	There is first aid kit available in the school and learners are sometimes sent to the nearest health facility for more serious cases.	The school has resident health personnel for minor ailments and first aid. More serious cases are referred to the nearest health facility available.	The school has resident health personnel for minor ailments and first aid. The school is linked to a good quality health facility close to the school where more serious cases are referred. Some teachers are trained to provide first-aid.
<p>Examples of documentary evidence:</p> <ol style="list-style-type: none"> 1. Certificates of health personnel and teachers trained to provide first aid 2. Contractual agreement between the school and health service provider 			

b) **Learner Hygiene**

Our school scores grade

D	C	B	A
Learners are taught about personal hygiene. There is no source of water on the school premises.	Learners are taught about personal hygiene. Written signs about hygiene procedures such as hand washing and using the toilets are not widely displayed in the class and toilet areas. Well or tap water is available on the school premises.	All learners are taught about personal hygiene. Clear written signs about hygiene procedures such as hand washing and using the toilets are displayed in the class and toilet areas. Learners have easy access to clean running water.	There are clear guidelines for staff on maintaining learner hygiene in school and for outside school activities. All learners are taught about personal hygiene. Clear written signs about hygiene procedures such as hand washing and using the toilets are displayed in the class and toilet areas. Learners have easy access to clean running water.
<p>Examples of documentary evidence:</p> <ol style="list-style-type: none"> 1. Posted signs on personal hygiene 2. Learners' workbook showing teaching on personal hygiene 3. Guidelines on learner hygiene for staff 			

c) **Mealtime for Learners**

Our school scores grade

D	C	B	A
No food is available within the school premises. Learners have to bring their own drinking water to school.	The school does not provide meals but learners are only allowed to buy food and drinking water within the school premises. The quality of food sold is assessed.	The school provides the same midday meals for learners but there is no consideration for allergies or health issues. The conditions for preparation and quality of food are assessed.	The school provides midday meals and the menu also caters for learners with food allergies and health issues. The conditions for preparation and quality of food are assessed. Learners have access to clean drinking water in the school.

Examples of documentary evidence:

1. *School meal timetable/menu*
2. *Guidelines for food vendors and caterers for hygienic preparation, sale and distribution of school meals.*
3. *Certificates of medical fitness of food vendors*
4. *Written assessment to providers on the quality of food*

9 Learner safety

The school management must take reasonable steps to ensure that staff and learners are safe especially at school. They need to identify the measures to ensure safety and security, train staff and learners to apply these measures and monitor to see they are followed effectively.

a) **Child Protection**

Our school scores grade

Children in our society have rights. A school has a responsibility to ensure that these rights are being protected. A **Child Protection** Policy sets out what the school is doing to ensure this. This might include information on the school’s corporal punishment rules or on what should happen if anyone in the school suspects that a child is being abused verbally, physically or sexually.

D	C	B	A
There is no policy or formal procedure for child protection in our school.	The school has a policy and procedures it follows for child protection.	The school has and implements a policy for child protection that is in line with the provisions of the Child’s Right Act. The policy sets out clear procedures to follow in dealing with issues of abuse and this is shared with parents, staff and learners.	The school has and implements a policy for child protection that is in line with the provisions of the Child’s Right Act. The policy sets out clear procedures to follow in dealing with issues of abuse and this is shared with parents, staff and learners for their input. Learners are well aware of their role in implementing this policy.
<p>Examples of documentary evidence:</p> <ol style="list-style-type: none"> 1. School policy on child protection 2. Letters, newsletters or minutes of meeting sharing the policy 3. Lesson plans/Workbooks covering topics on child protection 			

b) **Security of Learning environment**

Our school scores grade

D	C	B	A
The school premises are a thorough fare and there are no doors to keep learners in and strangers out. None of the staff is trained in child safety and security. Most learners in the early years often go home unaccompanied by adults.	The school is within fenced premises but sometimes without designated security personnel. None of the staff is trained in child safety and security. Where transport is provided, learners are often crowded in the school bus.	The school is within a fenced and gated premises manned with security personnel. Some teachers are trained in child safety and security. Where the school provides transport, it is sufficient, monitored and the driver is certified by Lagos Drivers Institute	The school monitors movement within and around the school premises. All teachers are regularly trained on learner safety and security. In addition to sufficient, monitored transport driven by a certified driver, the school confirms the identity of anyone sent to pick-up a child with the parents and must be notified in advance of any change.
<p>Examples of documentary evidence:</p> <ol style="list-style-type: none"> 1. Certificates or materials on training on learner safety for teachers and Drivers 2. Identification given to/received from parents/Notice of change received from parents 3. List of children using school transport and duty roster of staff accompanying/supervising transport 			

c) **Supervision at Playtime**

Our school scores grade

D	C	B	A
Learners are not supervised when they are outside the classroom at playtime.	Older learners are not supervised at play time.	Play is always supervised by a teacher or care giver.	Play is always supervised by at least one teacher or care giver to 35 learners.
<p>Examples of documentary evidence:</p> <ol style="list-style-type: none"> 1. <i>Duty roster</i> 2. <i>List of responsibilities for the teacher on duty</i> 			

10 Promoting girl-child education

The school environment plays a crucial role in promoting the girl-child's awareness of and participation in social, economic and political life. It must encourage her learning, protect her rights and increase awareness of her needs and potentials. It should ensure that there is no discrimination against her education, skills development and training. Please assess what measures you have in place to ensure the school environment encourages girls to attend school and learn?

Our school scores grade

D	C	B	A
Girls do not have a separate toilet. We adhere strictly to the content and timing stipulated in the scheme of work with regards to teaching girls about hygiene and their body. We respond to issues on sexual harassment or abuse when they are identified but do not have defined guidelines we follow.	The girls have a separate toilet from the boys and when it is needed we provide sanitary items. Even when it is not included in the scheme of work, teachers are required to teach lessons on girls' hygiene and their body. We respond to issues on sexual harassment or abuse when they are identified but do not have defined guidelines we follow.	We have separate toilets for the girls at a maximum ratio of 35 girls to 1 female toilet. We have a store of sanitary pads but they are not kept in the toilet. In addition to what is in the scheme of work, we hold a common session with male and female learners to teach them about their body and how to keep it safe and hygienic. Our school has and implements clearly defined guidelines against sexual harassment or abuse.	The girls have separate toilets at a maximum ratio of 35 girls to 1 female toilet. We always provide sanitary pads in the toilets. In addition to what is in the scheme of work, we hold special sessions with girls at least once in a term to teach them about their body and how to keep it safe and hygienic. Our school has and implements clearly defined guidelines against sexual harassment or abuse and this is shared with all learners, staff and parents.
<p>Examples of documentary evidence:</p> <ol style="list-style-type: none"> 1. <i>Policy and/or guidelines on sexual harassment</i> 2. <i>Lesson plans</i> 3. <i>School programme</i> 			

Learner behaviour and personal development

Learner behaviour and personal development is influenced by how well a school supervises and looks after learners, and provides them with support and guidance that ensures that their time in school is successful, academically and personally. In this section, the school’s arrangement for pastoral care, reward and sanctions, continuous assessment and Co-curricular activities are assessed.

For each of the questions in this section, please read the tables provided and use them to score your school. Enter the grade that best fits your school in the box provided.

11 Pastoral Care

Our school scores grade

Pastoral Care is the practice of looking after the learners’ personal and social wellbeing under the care of a teacher including health, social and moral education, behaviour management and emotional support.

D	C	B	A
<p>Teachers only know a few learners well. The school is not equipped to provide care with consideration of the individual learners and their backgrounds. Our school does not take action to support pupils with particular problems in their learning and development.</p>	<p>Teachers only know some of their learners well. The care provided by the school does not always show understanding of the learners and their backgrounds. The school does not take enough action to support pupils with particular problems in their learning and development.</p>	<p>Teachers know their learners fairly well and some are skilled at helping learners take advantage of the opportunities provided by the school. The relationship between staff and learners is good and wholesome. Some emphasis is placed on supporting those with problems of attitude or behaviour.</p>	<p>Teachers know all their learners extremely well and are skilled at helping them take advantage of the opportunities provided by the school. The school provides opportunity for excellent relationships between staff and learners, and staff are devoted to helping learners overcome problems whether in their work or their relationships with others.</p>
<p>Examples of documentary evidence:</p> <ol style="list-style-type: none"> 1. <i>Learner report cards</i> 2. <i>Guidance and counselling policy</i> 3. <i>Teacher records on learner problem solving</i> 4. <i>Communication between school and parents on issues around their child</i> 			

12 Reward and Sanctions

Our school scores grade

The use of **rewards and sanctions** helps to reinforce positive behaviour and discourage breach of rules by learners. They should be constructive, and not breed resentment.

D	C	B	A
The school does not have a rewards and sanctions policy. Learners are more often sanctioned for misconduct than rewarded for positive behaviour. There is no record of rewards and sanctions.	The school does not have a rewards and sanctions policy. Rewards and sanctions are not consistently administered across learners. The record of rewards and sanctions is not always up dated or reviewed.	The school has a rewards and sanctions policy which is fair and transparent. It keeps an up-to-date record of rewards and sanctions but this is not always reviewed to ensure rewards and sanctions are appropriate to the age of the learner and constructive.	The school has a rewards and sanctions policy which is fair, transparent, consistently administered and effective. Each class has an up-to-date record of rewards and sanctions which is reviewed to ensure rewards and sanctions are appropriate to the age of the learner and constructive.
<p>Examples of documentary evidence:</p> <ol style="list-style-type: none"> <i>Rewards and Sanctions Policy</i> <i>Learners' Conduct and Commendation Book</i> <i>Star charts in the classrooms</i> 			

13 Promoting learning time

Learners can only learn if they are in the classroom **and** if the teacher is in the classroom **and** if the lessons begin and end when they are supposed to. This questions looks at what your school is doing to ensure that these three things are happening. Please read the tables below and use them to score your school. Enter the grade that best fits your school in the box provided.

a) **Learner Attendance**

Our school scores grade

D	C	B	A
Our school does not record attendance.	Some classes have attendance registers which are filled and checked.	All classes have attendance registers which are filled daily, checked weekly and long term absences are followed up.	All classes have attendance registers which are filled and checked daily. Absences are followed up daily with calls / texts. Our school identifies patterns of absenteeism and we use our data to set and monitor attendance targets for all learners
<p>Examples of documentary evidence:</p> <ol style="list-style-type: none"> <i>Signed learners' attendance registers</i> <i>Written feedback or report to supervisor on follow up with parents/guardians of absentees</i> <i>Reports on analysis of patterns of absenteeism</i> 			

b) Teacher Attendance

Our school scores grade

D	C	B	A
There is no record of teacher attendance or punctuality.	Teachers fill in a time book and movement book.	Teachers fill in a time book and movement book and they are checked on a regular basis.	Teachers fill in a time book and movement book, which are checked. There are consequences for absenteeism or lateness.
<p>Examples of documentary evidence:</p> <ol style="list-style-type: none"> 1. Completed teachers' time book and / or movement book 2. Documented follow up on absent/unpunctual teachers 3. Documented consequences for lateness or absenteeism in e.g. Staff handbook or letter of employment 			

c) Lesson Times

Our school scores grade

D	C	B	A
There are no timetables in the school.	There are timetables in most classrooms.	Every class has a current timetable on the wall. Classrooms are checked to ensure teachers follow the timetable.	Every class has a current timetable on the wall. Classrooms are not checked as we have other means of assessing learning.
<p>Examples of documentary evidence:</p> <ol style="list-style-type: none"> 1. Current timetable posted on classroom walls 2. Minutes of meetings or reports documenting teachers' compliance with the timetable 3. Teachers' lesson plans checked against learners' notebooks 			

14 Continuous assessment

Our school scores grade

Continuous assessment and feedback is used to support learning and to help pupils know how to improve their work.

D	C	B	A
Learners are assessed using exams and sometimes tests to only determine ability to progress to the next class.	Learners are regularly assessed using tests and exams to only determine ability to progress to the next class.	Learners' assessment is frequent. Learners are assessed using a range of assessment techniques and understand what is required to make progress.	Learners' assessment is continuous and involves a variety of methods such as observation, group work and self-assessment to assess a wide range of attainment. Learners are involved in setting their own targets and understand what is required to achieve them.
<p>Examples of documentary evidence:</p> <ol style="list-style-type: none"> 1. <i>Continuous Assessment records</i> 2. <i>Learners' workbook</i> 3. <i>Assessment timetable</i> 4. <i>Lesson plans</i> 5. <i>Documented learning targets and achievement steps/actions</i> 6. <i>Marked examination/test sheets</i> 			

15 Co-curricular activities

Our school scores grade



Co-curricular activities including school clubs, sporting, musical and dramatic areas of interest are to enrich the curriculum and promote learners' personal qualities and levels of confidence.

D	C	B	A
Learners only participate in physical outdoor sports at least once a week. This is not always supervised.	Learners participate in outdoor sports and competitions with similar schools in the neighbourhood. They sometimes go on local school trips. There are a few school clubs, but learners don't have to participate in these.	There is a range of Co-curricular activities to choose from which involve most learners and most of which are supervised by teachers. Learners are also given the opportunity to take part in field trips and participate in competitions.	There is a wide range of Co-curricular activities to choose from which involve all learners and which are supervised by teachers. Learners are also given the opportunity to take part in field trips and participate in competitions.

Examples of documentary evidence:

1. Attendance registers for club activities
2. Newsletters/Notices to parents about school trips
3. Minutes of PTA meeting mentioning Co-curricular activities
4. Pictures / memorabilia
5. Club membership list
6. School timetable indicating periods & location for Co-curricular activities
7. Notice to teachers/Roster assigning supervisory responsibility for Cocurricular activities

School building and premises

The provision of infrastructure in a school supports a child’s learning. A school should make sure that the infrastructure provided is safe, well maintained, adequate, suitable and used properly for the size and type of school it serves. For each of the questions in this section, please read the tables provided and use them to score your school. Enter the grade that best fits your school in the box provided.

16 Quality of the school buildings and premises

a) **Is the school environment safe for learners?**

Our school scores grade

D	C	B	A
<p>There are no fire buckets or functional fire extinguishers in the school. Electrical wires and equipment are not regularly checked. There are naked wires in the school. The school premises are bushy. There is debris or rubbish in areas used by learners. Some of the buildings are unstable in one way or another.</p>	<p>The school has fire buckets placed appropriately around the school premises. Electrical faults are not always repaired in a timely fashion. The compound is generally neat, but there are areas used by learners where debris can be found.</p>	<p>There are functional fire extinguishers on every floor of the school building. Some members of staff have been trained in fire safety. The compound is neat and tidy and any electrical fault is quickly reported and repaired.</p>	<p>There are functional fire extinguishers on every floor of the school building, which are checked periodically. There are dedicated fire wardens and fire drills are held regularly. The school building and premises are free of debris*, naked wires and winding cables. Hazards such as sharp objects are checked for and removed.</p>

Examples of documentary evidence:

1. *Certificates of staff trained on fire safety*
2. *Maintenance/ Repair records*
3. *Policy and procedure for fire drills*

*Debris can mean pieces of wood, roofing sheets, broken furniture, etc

b) **Are the school buildings and premises regularly maintained?**

Our school scores grade

D	C	B	A
<p>Our buildings are still under construction, with floors and walls that have not been plastered and a lack of ceilings. When it rains our roof leaks and rain comes in through the windows. We have</p>	<p>Most of our buildings are solid structures. Some of our classrooms have leaks, uneven floors, cracked walls, broken doors and windows and broken furniture.</p>	<p>Our buildings are all structurally sound. Leaking roofs, uneven floors, cracked walls and broken doors and windows are repaired where possible. Most of our furniture is in good condition. We</p>	<p>Our buildings are all structurally sound. No roof leaks, no floor is uneven, no wall is cracked, and every window and door is in place and is in full working order. All our furniture is in good</p>

used temporary materials to renovate our buildings.		believe in regular maintenance, but sometimes due to resource constraints, work is not done when it should be.	condition. All of our buildings are painted regularly. Any maintenance work needed is identified and resolved immediately. We have a maintenance plan.
Examples of documentary evidence: 1. Maintenance Policy and/ or Maintenance/ Repair records			

c) Are the school buildings and premises adequate for the existing learners?

(i) Are learners from different classes taught in the same room?

Our school scores grade

D	C	B	A
Our school has only one room or most of our classes share a room. We make use of partitions where possible.	None of our classes are taught in the same space, but most of our classrooms are divided by partitions.	We only make use of partitions in one or two classrooms, all other classes are taught in their own classrooms.	Every class has a separate classroom

(ii) Is there sufficient space in the classrooms for teaching and learning?

Our school scores grade

D	C	B	A
The learners' chairs and tables are very close together and the teacher cannot move freely to each child. There is no open space available in the classroom. No teaching and learning resources are stored in the classrooms.	In 80% of classrooms, the teacher can reach all learners, but the space available is not sufficient for all learners to join in and move around at the same time. We have no storage facilities in our classrooms.	In 80% of classrooms, the teacher can reach all learners and there is enough room for different seating arrangements. There is space available for all to move around. We have some storage facilities in the classrooms, but also use a common store to keep some teaching and learning resources.	In every classroom, the teacher can easily reach every learner and there is enough space in the room for different seating arrangements. There is space available for all learners to move around at the same time. We also have storage space for teaching and learning resources which are easily accessible by the teachers and learners.

(iii) Are there sufficient toilets in the school for teachers and learners?

Our school scores grade

D	C	B	A
Our school has no toilets.	Our learner to toilet ratio exceeds 35:1. Our school does not have a separate staff toilet.	Our school has one staff toilet and the learner to toilet ratio does not exceed 35:1.	Our teachers have separate toilets to our learners. We have male and female teachers' toilets. The learners' toilets are divided into male and female toilets. The learner to toilet ratio does not exceed 35:1

d) Are the school premises suitable for the current and future learners?

Our school scores grade

D	C	B	A
Our school uses a rented building, which we have tried to customise, but which is not ideal. Our school does not own land. Our existing premises are insufficient for the current number of learners, and expansion would be difficult.	The buildings (including playground) on our current site were not originally designed to be used as a school. They have been customised to meet the needs of our current students and give suitable provision. For future additional learners to be accommodated, the school will have to move to bigger premises or be restructured.	Our buildings (including playground) are built following national building standards, are all structurally sound and are designed and built for a school. Our school has been built over time and is suitable for our current learners. There is pressure on our school to expand, but this will mean developing a new site, or restructuring the existing one.	Our school is on a permanent site which is owned by the school. The buildings and playground are in line with national building standards. Our school has a site plan which shows every building in existence or which will need to be built with time. There is adequate space on our current site for all future development needs.

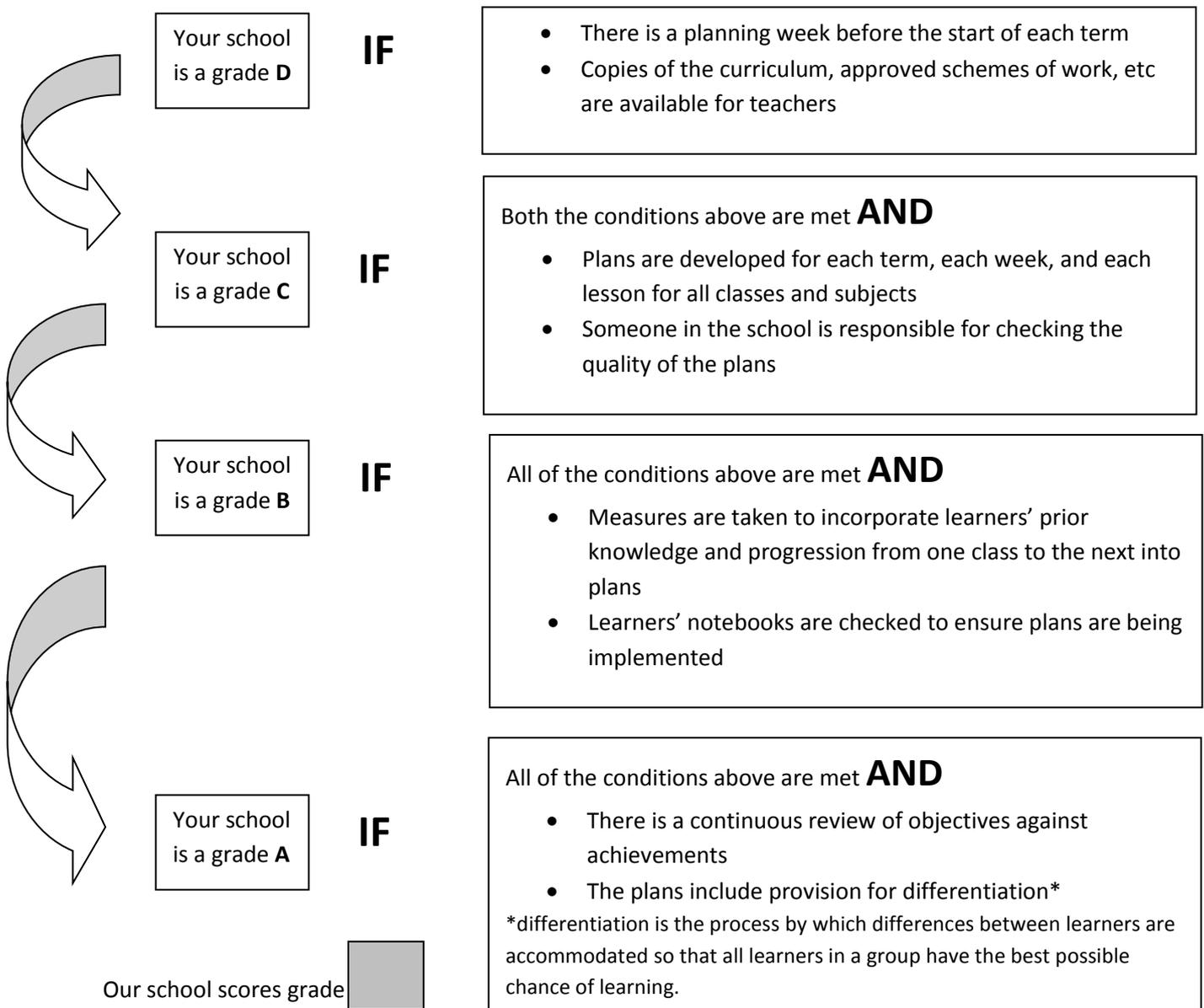
Examples of documentary evidence:

1. *Approved building plans*
2. *School site plan*
3. *Land documents e.g. certificate of occupancy, title deed, survey plan*
4. *Tenancy agreement*

Use of the curriculum

17 How do your teachers apply the curriculum in their lessons?

A structured **curriculum planning process** should include certain elements. Read the flow chart below to decide which of the grades matches your school. This is a sequential system – for example, your school must do all of the items listed in D **and** C before you can be a C. Enter your final grade in the box provided. Remember that you need to be able to show documented evidence that these exist.



- Examples of documentary evidence:**
1. Curriculum and approved schemes of work
 2. Lesson plans signed by supervisor
 3. Reports/ Written feedback on review of lesson plans
 4. Reports/Written feedback on review of Learners' notebooks against plans
 5. School Calendar showing planning week

Teaching and learning resources

18 Are there sufficient teachers in your school?

Our school scores grade

D	C	B	A
Some class teachers have responsibility for teaching more than one class at the same time. Some classes have more than 35 learners.	Every class has a teacher. Most classes have 35 learners or less.	Every class has a teacher and some have a teaching assistant. Every class has 35 learners or less.	Every class has a teacher and a teaching assistant. Every class has 35 learners or less. In classes where there are learners with special needs, additional teaching support is provided.

Examples of documentary evidence:

1. For each class a list of teachers and number of learners
2. Attendance registers and time book
3. Teacher distribution list

19 Does the classroom environment enhance learning?

a) Boards

Our school scores grade

D	C	B	A
We have black boards in all classrooms but they are not all fixed to the wall. Some class years share chalk boards.	We have fixed black boards / white boards in every room.	We have fixed black boards / white boards in every room. Projectors are available.	All classrooms have white boards. Several classrooms have access to interactive white boards. Projectors are available.

b) Classroom environment

Our school scores grade

D	C	B	A
Learners share seats and desks or sit on the floor. Our classrooms use natural light, which can be a challenge in certain types of weather conditions.	Our classrooms are bright and all learners have a chair to sit on and a table to use.	All of our classrooms are well lit and have fans or air conditioners. The chairs and tables, walls and displays all add colour and stimulation to our learners. The tables and chairs are designed to form different classroom arrangements.	All of our classrooms are well lit and all have air conditioning. The chairs and tables, walls and displays all add colour and stimulation to our learners. The tables and chairs are designed to form different classroom arrangements. We have reading corners with a comfortable place to sit on the floor.

20 Instructional materials

This question is to assess whether the quality, quantity and range of teaching and learning aids adequately support the curriculum offered by the school and stimulate learning.

Instructional materials include anything that helps a teacher teach. They can range from a DVD, an internet site or computer game, flash-cards, to stones, bottle tops and sticks. What is important is that the materials assist the teacher to achieve the objectives of the lesson. **Learning materials** are resources that learners use in their learning. Examples of learning aids include: textbooks and workbooks; art and craft materials; games and puzzles.

a) **Use of teaching materials to support learning** Our school scores grade

D	C	B	A
Teaching materials are not used. We don't display work on the walls due to security and the type of walls.	Most lessons are taught without the use of teaching materials or using only one type. Most classroom displays do not match topics being taught each week.	Most teachers in our school use at least 2 different teaching materials in each lesson. There are displays on the walls of most classrooms that match the topics being taught each week.	All teachers in our school use a wide range of teaching materials in each lesson. There are displays on the walls of all classrooms that match the topics being taught each week. Teaching materials are included in lesson planning.

- Examples of documentary evidence:**
1. Lesson plans
 2. Flash cards, real life objects, aids for role play, etc.
 3. Puzzles and games
 4. Wall displays
 5. DVDs
 6. Science equipment
 7. Sports equipment

b) Availability of learning materials

Our school scores grade

D	C	B	A
<p>Most of our teachers have access to textbooks. Learners share textbooks in most subjects. Learners provide their own writing materials and these are often inadequate.</p>	<p>Each learner has a textbook, workbook and other learning materials for core subjects. Learning materials are sufficient for most learners. Most teachers do not have access to DVDs or computers.</p>	<p>Each learner has a variety of textbooks, workbooks and other learning materials for every subject. Learning materials are sufficient for each learner and are replaced as necessary. Learners only use DVDs when they are relevant to the lesson. Our learners use computers for subjects other than ICT.</p>	<p>Our school assesses textbooks for suitability before approving them for use. Each learner has a variety of textbooks, workbooks and other learning materials for every subject. Learning materials are sufficient for each learner and are replaced as necessary. Learning materials are included in the lesson plans. Teachers are given resources to produce learning materials. Learners are given access to ICT equipment for independent research. Teachers have access to a range of ICT facilities such as the internet, DVDs and satellite television and educational computer software.</p>
<p>Examples of documentary evidence:</p> <ol style="list-style-type: none"> 1. <i>Story books</i> 2. <i>Reference books</i> 3. <i>Puzzles and games</i> 4. <i>Textbooks</i> 5. <i>Workbooks</i> 6. <i>ICT equipment</i> 7. <i>Writing Materials e.g. pens, pencils</i> 8. <i>Art and craft materials</i> 9. <i>Musical instruments</i> 			

Thank you for taking time to complete this self-assessment form

Please ensure you entered this form for **nursery** and **primary** classes only. If not, please redo.

Please photocopy the completed form, so that you can retain a copy in your school.

This form should be returned to the **Lagos State Ministry of Education Private Education and Special Programmes Department**. If you belong to an Association of Private Schools, you can submit the form through your Association but it must get to the ministry on or before the deadline given.

Please fill out the box below. To the best of our knowledge the information provided on this form is true and correct as of the date of the self-assessment.

	Head Teacher
Name	
Phone number	
Signature	
Date	

Proprietor's signature _____

Please indicate below what you liked about this form and what you found difficult.

If this form has given you some ideas on how to run your school more effectively, please could you also indicate what you intend to do next to implement those ideas.

Liked:
.....

Found difficult:
.....

What next?
.....

THANK YOU!

Your help will enable us to maintain an effective grading assessment system