



**Cambridge Assessment
International Education**



School Evaluation Domains and Standards

Introduction

At Cambridge International, we define effective schools as those that successfully progress the learning of all of their students, regardless of background, beyond their normal, expected developmental rate of growth. Schools which seem to improve and become more effective have an unrelenting focus on student growth.

While there is no single key determinant of an effective school, research tells us that there are a number of things that schools can do to become better and maximise the chances of success for every child. These actions emerge from what are called the correlates, or indicators, of effective schools and research confirms that the interrelated indicators of success include: high academic standards and expectations; a school climate which focuses on achievement; instructional leadership; high performing teachers; students with a strong self-efficacy and confidence as learners; parents with high aspirations and expectations; learning resources that are fit-for-purpose; and excellent school governance which includes sound financial management.

The Cambridge International Evaluation Domains and Standards are based on these research-informed indicators of effective schools and have been designed to help school leadership answer two critical questions:

1. What do effective schools look like?
2. How do we compare to them?

The following domains and standards help articulate the first, whilst our self-evaluation tools and consultancy services help address the second.

Please visit <http://www.cambridgeinternational.org/cambridge-for/principals-and-heads/school-improvement/> for more information.

Using these standards as a basis for comparison represents an opportunity for schools to engage with their three main stakeholders – students, teachers and parents – and collect data that will help them reflect on their performance, design improvement strategies and track progress over time.

The focus for school improvement is, therefore, unambiguously a student learning culture and everything that contributes to that culture, such as leadership, teacher quality, governance and parental support and involvement.

We hope these domains and standards support you in your school improvement endeavours.

Dr Tristian Stobie, Director of Education



This guide is interactive

Click on a domain to go to the standards for that domain. You can also navigate through the document by clicking on the arrows either side of the page number.



Domain 1 The School's Mission and Educational Values

- Standard 1** The school has a clear mission and vision statement underpinned by its educational values.
- Standard 2** The culture of the school focuses strongly on student growth and the realisation of their potential in all areas of development.
- Standard 3** The actions of the school leaders and teaching staff are consistent with the school's values and philosophy.
- Standard 4** The school promotes intercultural understanding, celebrates diversity.

Domain 2 The School's Mission and Educational Values

- Standard 1** The school principal and leadership team have the appropriate knowledge, skills and experience to lead the school effectively.
- Standard 2** The school leadership team promotes high-quality educational programmes and activities for all students and tracks individual growth.
- Standard 3** The school culture is inclusive and supports all students and staff in their learning and development.
- Standard 4** All members of staff are supported through a performance and development programme which focuses on continuous improvement.
- Standard 5** The leadership team has a clear process for evaluating programmes and developing school-wide improvement strategies.
- Standard 6** Teachers and staff have a clear sense of their shared purpose and mission.
- Standard 7** Students and staff feel valued and are treated with dignity and sensitivity.

Domain 3 Quality of Teaching and Learning

- Standard 1** The school's written curriculum is fully articulated and made available to the school community.
- Standard 3** The school is committed to an ongoing and rigorous review of its academic programme to ensure quality outcomes for all.
- Standard 4** Teachers and teaching are of an excellent quality and are enhanced by systematic, high-quality professional development opportunities.
- Standard 5** The teaching and learning programme caters effectively for individual student needs.
- Standard 6** Formative assessment (assessment for learning) is embedded into classroom practice throughout the school.
- Standard 7** Students at the school are actively engaged in their studies, think reflectively, and exhibit a love of learning.
- Standard 8** Students demonstrate behaviours and attitudes that are consistent with the school's mission and values.
- Standard 9** Student transitions from year to year are managed effectively and seamlessly.

Domain 4 Resources for Learning

- Standard 1** The school is a safe and secure place in which students can learn.
- Standard 2** The school's resources are sufficient to support a high-quality teaching and learning programme.
- Standard 3** Students have access to up-to-date technology tools and resources to enable quality learning.
- Standard 4** The school uses resources sustainably and in turn encourages students to take responsibility for the local and wider environment in which they live.

Domain 5 School Community Engagement

- Standard 1** School parents are actively engaged in the life of the school and have regular opportunities to contribute their knowledge and expertise.
- Standard 2** Parents receive regular reports about the progress of their child/ren in academic domains as well as other areas of development.
- Standard 3** Parents are perceived as co-partners in their child/ren's learning.
- Standard 4** The school engages with and mobilises relevant individuals and groups within the community and welcomes them as co-contributors to the life of the school.