

KINGDOM OF ESWATINI



MINISTRY OF EDUCATION
& TRAINING

Eswatini Inspection Standards for Secondary Schools

2025



KINGDOM OF ESWATINI



MINISTRY OF EDUCATION
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Foreword

The Ministry of Education and Training (MoET) remains steadfast in its commitment to delivering equitable, inclusive and high-quality education to all learners in Eswatini. As part of this mission, the Inspectorate Division has developed the Eswatini Inspection Standards (2025) to guide the evaluation and continuous improvement of secondary and high schools across the country.

This framework is grounded in national legislation, including the Education Act (1981), Teaching Service Act (1992) and the Education Sector Strategic Plan (ESSP 2022–2034) and aligns with global benchmarks such as Sustainable Development Goal 4. It provides a structured and evidence-based approach to inspection, ensuring that schools are held to consistent standards while allowing for contextual flexibility.

The standards outlined herein reflect Eswatini’s evolving educational priorities emphasising competency-based learning, inclusive practices, digital integration and values-based citizenship. They are designed to support inspectors, school leaders and stakeholders in making informed, transparent and actionable judgments that promote learner achievement, institutional accountability and national development.

This handbook is not merely a compliance tool; it is a catalyst for transformation. It empowers schools to self-reflect, innovate and uphold the highest standards of professionalism and learner welfare. The Ministry of Education and Training encourages all education partners to use this document as a living resource, one that will be reviewed and refined periodically to remain responsive to emerging needs and aspirations.

Together, let us champion excellence, equity and integrity in Eswatini’s secondary education system.

Hon. Minister of Education and Training

A handwritten signature in black ink, appearing to read 'Owen Nxumalo', written over a horizontal line.

Mr. Owen Nxumalo

Acknowledgements

The Ministry of Education and Training extends its sincere gratitude to all individuals and institutions who contributed to the development of the Eswatini Inspection Standards for Secondary Schools (2025). This document is the result of extensive collaboration, policy alignment and professional expertise drawn from across the education sector.

Special appreciation is given to the Chief Inspector for Secondary Education, Dr. Cebesile Nxumalo, whose strategic leadership and vision shaped the structure and rigour of this framework. We also acknowledge the Senior Inspectors and Inspectors of Schools across all regions, whose field experience and subject expertise ensured that the standards are both practical and aspirational.

We thank the National Curriculum Centre, Examination Council of Eswatini, In-service Education and Training Department, representatives from tertiary institutions and representatives from the Teaching Service Commission, Eswatini Principals Association, Swaziland National Association of Teachers and Swaziland Association of School Administrators, for their invaluable insights during validation workshops and stakeholder consultations.

These Standards are the result of a collaborative effort led by a dedicated Inspection Task Team, comprising:

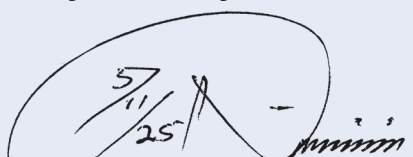
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Finally, we are grateful to UNICEF Eswatini for their continued support in promoting inclusive and rights-based education. Their partnership has been instrumental in aligning inspection standards with global best practices and ensuring that no learner is left behind.

Special appreciation is extended to Mr. Victor Nkambule, UNICEF Education Specialist, whose technical guidance and steadfast support throughout the drafting process enriched the framework's responsiveness to equity, inclusion and global best practices.

May this framework serve as a beacon of accountability, professionalism and learner-centred progress across Eswatini's secondary education landscape.

Principal Secretary - Ministry of Education and Training



Ms. Nanikie Mnisi

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Acronyms

Acronym	Full Name
ECESWA	Examination Council of Eswatini
EPA	Eswatini Principals Association
ESSP	Education Sector Strategic Plan
CPD	Continuous Professional Development
ICT	Information and Communication Technology
INSET	In-service Education and Training
MoET	Ministry of Education and Training
NCC	National Curriculum Centre
REO	Regional Education Officer
SASA	Swaziland Association of School Administrators
SDG 4	Sustainable Development Goal 4
SNAT	Swaziland National Association of Teachers
TSC	Teaching Service Commission
UNICEF	United Nations Children's Fund

Glossary of Terms

Term	Definition
Assessment Rubrics	Tools or rating scale that define performance levels (e.g., Outstanding, Good, Requires improvement and Inadequate) for each inspection standard.
Domains	These are the key performance areas under each quality area.
Inclusion and Equity	Practices that ensure all learners, regardless of background or ability, are supported equally.
Learner Welfare	Measures to ensure learners' safety, well-being, and protection from harm.
Operationalisation	Practical examples and indicators that are used to apply standards.
Quality Area	It is an area of focus during an inspection that affects the quality of education.
Self-Evaluation	Internal review processes used by schools to assess and improve their own performance.
Sources of evidence	Information and data used to inform conclusions and judgements
Stakeholder Engagement	Collaboration with parents, community members, and external partners.
Standard	It is a level of quality that must be achieved. It usually represents a characteristic of practice in a well-functioning or effective school.
Statement of practice/ Grade descriptors	These are statements that describe different levels of performance according to the rating scale. They are used to judge the level of practice in each standard.

Introduction

Inspection Standards for Secondary Schools

The Eswatini Inspection Standards for Secondary Schools (2025) represent a transformative framework designed to elevate the quality, equity and accountability of education across the Kingdom's secondary institutions. Developed by the Ministry of Education and Training (MoET) through extensive consultation and validation, these standards provide a unified approach to evaluating school performance, fostering continuous improvement and aligning national education delivery with global benchmarks.

Grounded in Eswatini's legislative instruments; including the Education Act (1981), Teaching Service Act (1992) and the Education Sector Strategic Plan (ESSP 2022–2034), this document serves as both a regulatory guide and a developmental tool. It reflects the country's commitment to Sustainable Development Goal 4 and the principles of inclusive, competency-based and learner-centred education.

The standards outlined herein are structured around eight core quality areas, ranging from leadership and teaching effectiveness to infrastructure, curriculum and learner outcomes. Each area is supported by detailed descriptors, operational indicators and evidence-based judging tools to ensure consistency, transparency and contextual relevance during inspections.

Intended Users

This document is intended to guide all stakeholders involved in the inspection, evaluation and continuous improvement of secondary education in Eswatini. It provides a structured framework for professional accountability, learner-centred development and institutional excellence. Specifically, it serves:

- **Inspectors of Schools:** To conduct standardised, evidence-based evaluations across secondary institutions using national benchmarks and global best practices.
- **Chief and Senior Inspectors:** To lead inspection teams, validate findings and ensure alignment with strategic priorities and legal mandates.
- **School Administrators and Heads of Departments:** To understand inspection expectations, prepare documentation and implement improvement strategies.
- **Teachers and Educators:** To reflect on instructional practices, learner outcomes and professional development in line with inspection standards.

- **Ministry Officials:** To oversee policy implementation, resource allocation and strategic planning in support of inspection processes.
- **Regional Education Officers (REOs):** To coordinate inspection logistics, monitor school performance and support regional improvement plans.
- **Teacher Trade Unions (e.g., SNAT, EPA and SASA):** To advocate for professional standards, teacher welfare and constructive engagement with inspection outcomes.
- **Higher Education Institutions:** To align teacher training, curriculum development and research with national inspection frameworks.
- **School Committees and Governance Bodies:** To engage with inspection feedback and promote inclusive, safe and effective learning environments.
- **Development Partners and Policy Makers:** To harmonise support initiatives with Eswatini's inspection standards and strategic education goals.
- **Learners and Parents:** To understand the quality expectations of secondary education and the role of inspection in safeguarding learner achievement and well-being.
- **INSET Department:** Facilitate professional development and training for educators.

Legislative Framework for the Inspection of Secondary Education

The basic foundation for the schools' inspection regime is provided by the Education Act of 1981. It entrusts the Inspectorate with the task of assessing and promoting quality of educational provision, considering the following legal frameworks:

- The Education Act, 1981
- The Education and Training Sector Policy, 2011
- School Guide Regulations and Procedures, 1978
- Teaching Service Act, 1992
- Selected Circulars, 1970-1974 and 2017
- School Committee Constitution, 2011
- Schools Accounting Regulations and Procedures, 2024
- Ministry of Education and Training School Inspectors Handbook, 2012 (unpublished)
- Policy Framework on Care and Support for Teaching and Learning, 2015
- Education Sector Strategic Plan ESSP 2022 – 2034
- Eswatini National Framework for General Education (2018)

The Eswatini Inspection Standards for Secondary Schools (2025) covers all schools providing education under the above legislation. That is, public and private secondary and high schools, pre-vocational schools, special schools, remediation education centres and others.

Inspection Quality Areas

Inspectors will make key judgements about the eight quality areas (focus of inspection) and overall effectiveness when assessing and evaluating a school:

Quality Areas

- Effective School Leadership, Management and Administration
- Quality of Teaching, Learning and Assessment
- Personal Development, Behaviour and Welfare
- Outcomes for Learners
- Specific Subject Areas
- Financial Management
- Input Resources and School Grounds
- Curriculum Structure

Overall Effectiveness

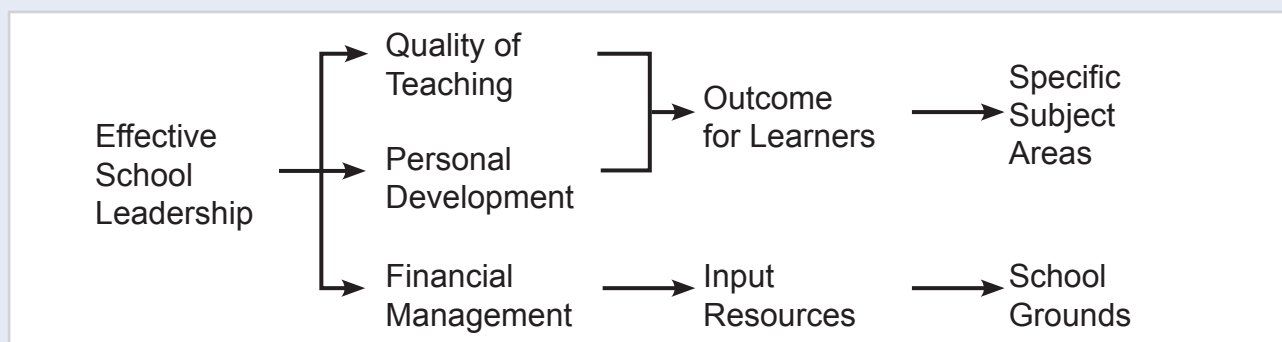


Figure 1.1 - Inspection Quality Areas

The overall effectiveness judgement is an evaluation of all the evidence about the quality and standards of education. In forming the judgement, inspectors will take into account the eight (8) quality areas outlined above including Effective School Leadership, Management and Administration, Quality of Teaching, Learning and Assessment, Personal Development, Behaviour and Welfare, Outcomes for Learners, Specific Subject Areas, Financial Management, Input Resources and School Grounds and Curriculum Structure. Inspectors should first make the key judgements on the quality areas that directly affect the quality of educational provision.

The structure of a quality Area

A quality area refers to a distinct aspect of school operations that directly or indirectly influence the standard of educational provision. Each area is structured around key performance domains that support targeted evaluation and continuous improvement. Within each domain, are performance standards that define what constitutes effective practice. These standards are further articulated through grade descriptors or assessment rubrics that classify performance into different levels of quality, as “outstanding,” “good,” “requires improvement,” or “inadequate.” To facilitate consistent and evidence-based assessments, each quality area is supported by examples of operational practices and sources of evidence. This structured approach equips educators with transparent evaluation tools, and provides policy-makers with a coherent framework for monitoring and enhancing educational quality across the system.

Effective School Leadership, Management and Administration

School Leadership, Management and Administration is the cornerstone of educational excellence. This quality area outlines the key standards that guide school leaders in fostering a clear vision, strong management and a supportive school culture. It emphasises the importance of strategic planning, inclusive practices and professional integrity in driving learner success. By adhering to these standards, schools can create positive learning environments, promote continuous improvement and ensure accountability across all levels of operation.

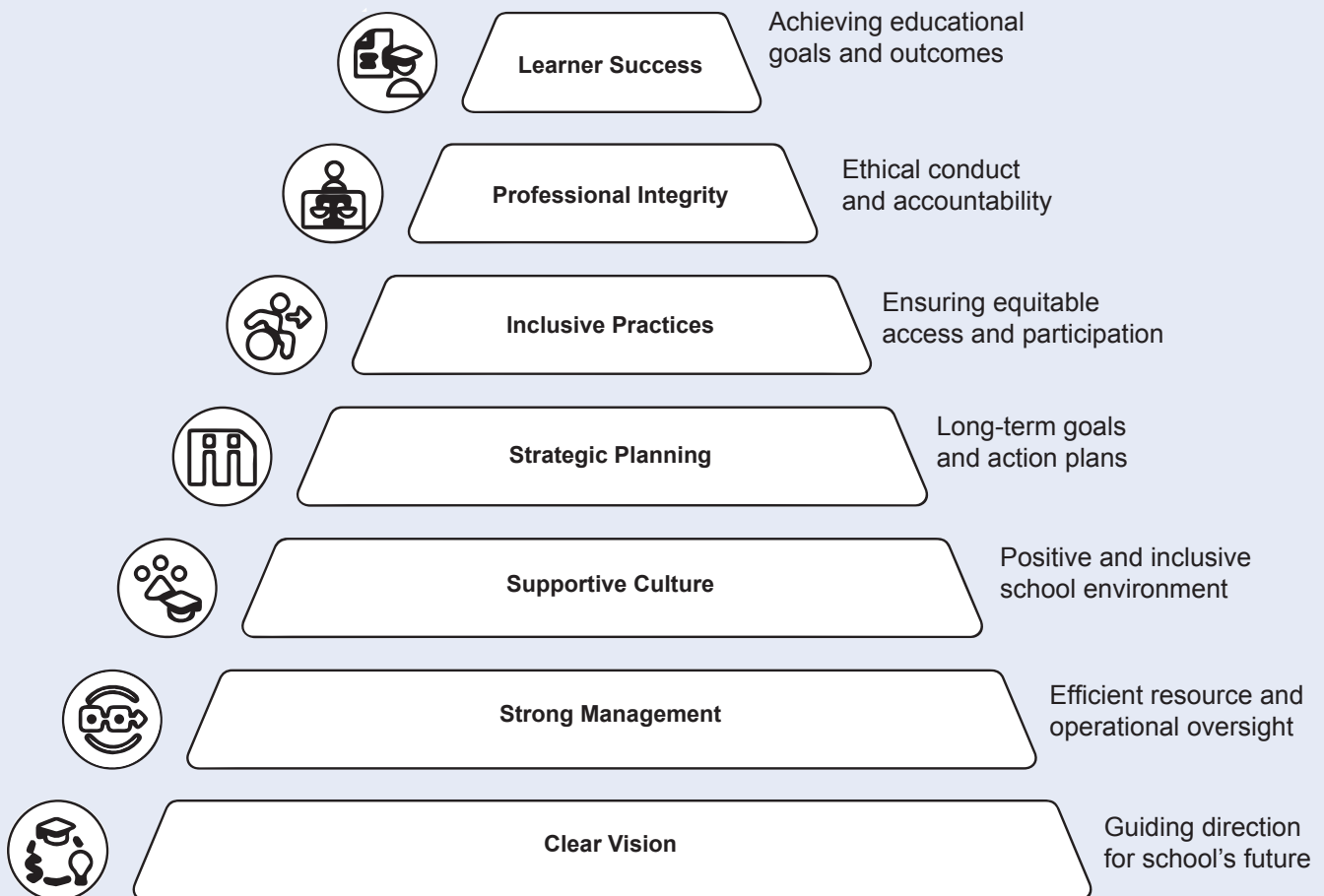


Figure 1.2 - Effective School Leadership, Management and Administration

Domains and Standards

Table 1.1 - Domains and Standards for Effective School Leadership, Management and Administration

Domain	Standards
Vision, Leadership and School Culture	<ul style="list-style-type: none"> ● Demonstrate and communicate an ambitious school vision to staff, parents and learners ● Promote a culture of high expectations and scholastic excellence ● Prepare learners for life in Eswatini through values of Monarchical democracy and patriotism
Performance Monitoring and Professional Development	<ul style="list-style-type: none"> ● Facilitate Continuous Professional Development workshops for both Administration and Staff. ● Attendance of workshops by the Administration. ● Improve staff practice through rigorous performance management. ● Observe and assess teaching, learner's work and learning materials. ● Ensure a motivated and respected teaching staff through accountability and capacity building. ● Collaboration with other schools of excellence.
Inclusion and Equity	<ul style="list-style-type: none"> ● Promote inclusion, equity and diversity ● Monitor progress of learner groups to prevent under achievement
Learner Welfare and Safety	<ul style="list-style-type: none"> ● Safeguard learners from abuse, bullying, absenteeism, exploitation and other risks ● Promote a safe, orderly and disciplined school environment
Stakeholder Engagement and Accountability	<ul style="list-style-type: none"> ● Engage effectively with parents, carers and external partners ● Ensure School Committees, Grantees and Boards hold staff accountable for curriculum, extra-curriculars and teaching quality
Curriculum Management and Provision	<ul style="list-style-type: none"> ● Provide and manage learning pathways and curriculum aligned with statutory requirements and learner/ employer needs ● Plan for smooth transitions to next educational/ employment stages ● Support the curriculum through relevant extra-curricular activities
Self-Evaluation and Continuous Improvement	<ul style="list-style-type: none"> ● Use robust self-evaluation to assess educational provision and outcomes ● Apply findings to drive sustainable school improvement

Domain	Standards
Integration of Technology in Schools	<ul style="list-style-type: none"> • Develop ICT integration plans, allocate resources and foster community involvement. • Ensure reliable internet, device availability and mobile-friendly platforms like Learning Passport. • Provide CPD in digital teaching, instructional design and establish tech support mechanisms.
Infrastructure and Administrative Oversight	<ul style="list-style-type: none"> • Ensure the school location is easily identifiable • Maintain high standards of educational inputs, resources and learner care

Levels of Performance

Table 1.2 - Grade Descriptors for Effective School Leadership, Management and Administration

Domain	Standards	Grade Descriptors			
		Outstanding	Good	Needs Improvement	Inadequate
Vision, Leadership and School Culture	Demonstrate and communicate an ambitious school vision	Vision is clearly articulated and embraced by all stakeholders	Vision is known and supported by most stakeholders	Vision is unclear or inconsistently communicated	Vision is unknown or absent
	Promote a culture of high expectations and scholastic excellence	Culture of excellence is embedded; staff and learners consistently strive for high standards	High expectations are promoted and generally upheld	Expectations are inconsistent; culture lacks rigour	Low expectations prevail; culture is weak or negative
	Prepare learners for life in Eswatini through values of Monarchical democracy and patriotism	Eswatini values are deeply integrated into school life and curriculum	Values are consistently promoted and reflected in school activities	Values are occasionally referenced but not embedded	Values are absent or ignored

Domain	Standards	Grade Descriptors			
		Outstanding	Good	Needs Improvement	Inadequate
Performance Monitoring and Professional Development	Facilitate Continuous Professional Development workshops for both Administration and Staff	CPD workshops are regularly conducted, well-attended, and drive measurable improvement	CPD workshops are scheduled and attended with moderate impact	CPD workshops are irregular or poorly attended	CPD is absent or lacks relevance
	Attendance of workshops by the Administration	Administration consistently attends and leads CPD initiatives	Administration attends most workshops and supports staff development	Administration attendance is sporadic and passive	Administration does not attend or support CPD
	Improve staff practice through performance management	Performance management is rigorous and leads to sustained improvement	Effective systems in place; staff development evident	Systems are weak or inconsistently applied	No effective performance management
	Observe and assess teaching and learners' work	Observations are regular, insightful and drive improvement	Teaching and learner work are monitored effectively	Monitoring is sporadic or lacks depth	No meaningful observation or assessment
	Ensure motivated and respected staff through accountability	Staff are highly motivated and respected; accountability is strong	Staff are generally motivated; accountability is evident	Staff morale is mixed; accountability is weak	Staff are demotivated; no accountability mechanisms
	Collaboration with other schools of excellence	Active partnerships with high-performing schools enhance practice and innovation	Collaboration exists and contributes to shared learning	Limited collaboration with minimal impact	No collaboration or external engagement

Domain	Standards	Grade Descriptors			
		Outstanding	Good	Needs Improvement	Inadequate
Inclusion and Equity	Promote inclusion, equity and diversity	Inclusion and equity are central to school ethos; diversity is celebrated	Inclusion and equity are promoted with positive outcomes	Inclusion efforts are limited or inconsistent	Discriminatory practices or exclusion are evident
	Monitor progress of learner groups	Progress of all groups is tracked and interventions are effective	Monitoring is consistent and supports learner success	Monitoring is irregular or lacks follow-through	No monitoring; under-achievement persists
Learner Welfare and Safety	Safeguard learners from risks	Safeguarding is proactive, comprehensive and well-coordinated	Safeguarding meets standards and responds to concerns	Safeguarding is basic or reactive	Safeguarding fails to meet statutory requirements
	Promote a safe, orderly environment	Environment is safe, disciplined and supports well-being	School is generally safe and orderly	Safety and discipline are inconsistently maintained	Unsafe or chaotic environment; serious concerns exist
Stakeholder Engagement and Accountability	Engage with parents and external partners	Engagement is strong, collaborative and impactful	Stakeholders are involved and communication is effective	Engagement is limited or one-sided	No meaningful stakeholder engagement
	Committees and Boards hold staff accountable	Governance is active, transparent and holds staff to high standards	Governance structures function effectively	Governance is weak or lacks authority	No accountability; governance is absent or ineffective
Curriculum Management and Provision	Provide and manage curriculum aligned with learners and employers' needs	Curriculum is fully aligned, responsive and future-ready	Curriculum meets requirements and supports learner needs	Curriculum partially meets requirements; lacks relevance	Curriculum is misaligned or outdated
	Plan for smooth transitions to next stages	Transitions are well-planned and supported across all levels	Transition planning is effective with minor gaps	Transition support is inconsistent or limited	No clear transition planning; learners are unprepared

Domain	Standards	Grade Descriptors			
		Outstanding	Good	Needs Improvement	Inadequate
Curriculum Management	Support curriculum through extra-curricular activities	Extra-curricular are rich, varied and enhance learning	Activities support curriculum and learner development	Limited extra-curricular with minimal impact	No meaningful extra-curricular support
Self-evaluation and Continuous Improvement	Use robust self-evaluation	Self-evaluation is thorough, data-driven and informs strategy	Evaluation is regular and supports improvement	Evaluation is superficial or lacks rigour	No self-evaluation conducted
	Apply findings to drive improvements	Findings lead to sustained and strategic improvements	Findings are used to guide some improvements	Findings are inconsistently applied	No action taken based on findings
Integration of Technology in Schools	Develop ICT integration plans, allocate resources, and foster community involvement	ICT plans are fully implemented with strong resource allocation and active community engagement	ICT plans are in place and partially implemented with moderate support.	ICT plans are incomplete or lack stakeholder involvement.	No ICT plans exist; no resource allocation or community input
	Ensure reliable internet, device availability, and mobile-friendly platforms like Learning Passport	Infrastructure is robust; all learners and staff have reliable access to devices and platforms	Infrastructure is functional but access is uneven or limited	Infrastructure is unreliable; access is inconsistent	Infrastructure is absent or severely lacking
	Teacher Capacity: Provide CPD in digital teaching, instructional design, and establish tech support mechanisms	CPD is ongoing and impactful; teachers confidently use digital tools and receive timely tech support	CPD is provided and teachers use digital tools with some support	CPD is sporadic; teachers lack confidence or support in digital teaching	No CPD provided; teachers lack digital skills and support

Domain	Standards	Grade Descriptors			
		Outstanding	Good	Needs Improvement	Inadequate
Infrastructure and Administrative Oversight	School location is easily identifiable	Signage and access are clear and welcoming	School is identifiable with basic signage	Signage is unclear or inadequate	School is difficult to locate; no signage
	Maintain high standards of inputs and care	Resources and care standards are exemplary and well-managed	Inputs and care meet expectations	Inputs are inconsistent; care standards vary	Poor inputs and learner care; serious

Operationalisation: Effective School Leadership, Management and Administration

Examples of possible actions:

- Vision, mission statement and values of the school displayed
- Develop improvement programmes and special interventions that focus on a different range of learners.
- Clear sign post and country flag hoisted.
- Offer diverse curriculum that caters for both academic and vocational education
- Offer extra-curriculum activities and ensure participation by all learners.
- Develop and implement school policies to guide operations e.g. admission, assessment, marking, syllabus completion and anti-bullying policies.
- Put in place a system of performance target in order to effectively monitor teachers' performance (can range from weekly, fortnight, monthly to termly targets).
- Develop monitoring schedules, give constructive feedback and keep records of teacher's performance.
- Promote differentiation in teaching and learning.
- Implement preventative programmes such as positive discipline, character and life skills education including nutrition education.
- Do regular school self-evaluation to inform improvement.
- School administrators provide evidence-based professional development
- A comprehensive discipline plan.

Sources of evidence

Inspectors will:

- Obtain a range of evidence from the school administration including first-hand evidence of their work across the school.

- Use documentary evidence provided by the school, evaluating the impact of School administrators' and manager's work, both currently and over time, in conjunction with first-hand evidence.
- Use responses from the inspection instruments, interviews from staff, parents and learners to judge the culture that has been established in the school by administrators and managers.
- Inspectors should consider any evidence the school has from regularly surveying the staff and how School administrators and managers have responded to concerns raised by staff, parents and learners for example about how teachers are supported by senior School administrators to tackle challenges.

Quality of Teaching, Learning and Assessment

The Teaching, Learning and Assessment quality area is central to evaluating the quality and effectiveness of classroom practice, curriculum delivery, learner support and assessment strategies. This quality area reflects Eswatini's commitment to inclusive, learner-centered education and aligns with the principles of Competency-Based Education (CBE), national curriculum standards and global benchmarks such as SDG 4. It emphasises the role of teachers as facilitators of high expectations, differentiated instruction and holistic development. The standards within this domain assess not only pedagogical competence but also the integration of technology, equity in learning opportunities and the strategic use of assessment data to drive improvement. Through structured observation and evidence-based evaluation, inspectors are equipped to identify strengths, support professional growth and promote excellence in teaching and learning across all phases of education.

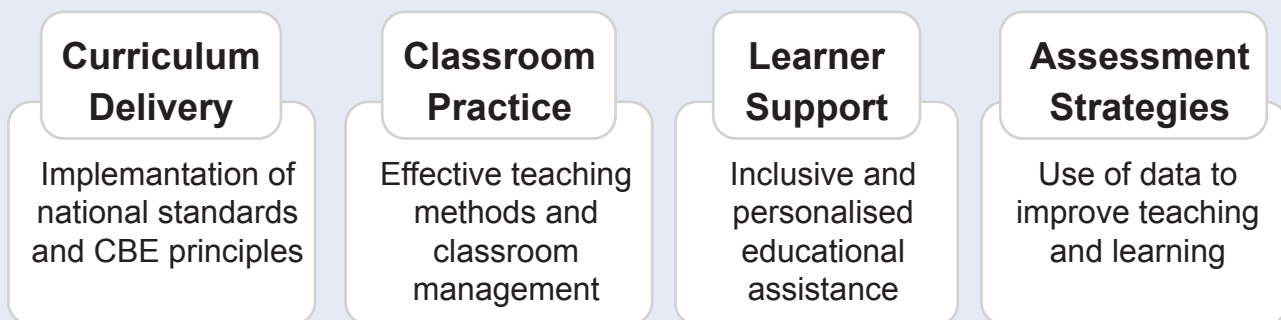


Figure 2.1: Quality of Teaching, Learning and Assessment

Domains and Standards

Table 2.1 - Domains and Standards for Quality of Teaching, Learning and Assessment

Domain	Standards
Teaching Effectiveness	<ul style="list-style-type: none"> Teachers have consistently high expectations for all learners, including the most able and disadvantaged Use of varied teaching strategies to match learner styles and needs Secure subject knowledge and understanding of age groups Teachers actively engage learners and use time effectively

Domain	Standards
Assessment and Feedback	<ul style="list-style-type: none"> ● Baseline assessment conducted upon entry using multiple sources ● Assessment data used to tailor instruction to individuals and groups ● Analysis of stagnation to guide interventions ● Formative and summative assessment used effectively in terms of: Success criteria, quality and quantity of assessments given. ● Learners receive informative oral and written feedback (indicators of success rubrics and competencies rubrics)
Curriculum Delivery	<ul style="list-style-type: none"> ● Curriculum meets statutory requirements for time and structure ● Balanced allocation of classroom time across subjects ● Mechanisms in place to manage missed lessons and absences
Learner Progress and Support	<ul style="list-style-type: none"> ● Identification and support of gifted learners and those falling behind through progress tracking. ● Collaboration with partners for additional learner support ● Promotion of literacy, numeracy and life skills relevant to Eswatini's socio-economic context
Inclusion and Equity	<ul style="list-style-type: none"> ● Teaching and learning promote equality of opportunity and respect for diversity
Parental and Stakeholder Engagement	<ul style="list-style-type: none"> ● Parents, carers and employers are informed about learner progress and equipped to support improvement
Staff Qualifications and Development	<ul style="list-style-type: none"> ● School staffed by qualified personnel ● Continuous professional development encouraged ● Teachers supported to maintain and upgrade qualifications ● Performance linked to learner outcomes
Testing and Examination Standards	<ul style="list-style-type: none"> ● Existence of formal testing and progression programme ● Examination regulations align with statutory standards ● Rules and penalties clearly outlined
Integration of technology in teaching and learning.	<ul style="list-style-type: none"> ● Align digital tools with the national syllabus, integrate multimedia and personalise learning using AI ● Access and use of online platforms like Eswatini Learning Passport.

Levels of Performance

Table 2.2 - Grade Descriptors for Quality of Teaching, Learning and Assessment

Domain	Standards	Grade Descriptors			
		Outstanding	Good	Needs Improvement	Inadequate
Teaching Effectiveness	Teachers have high expectations for all learners	Expectations are consistently high for all learners, including the most able and disadvantaged	Expectations are generally high and inclusive	Expectations vary; some groups are overlooked	Expectations are low or biased
	Use of varied teaching strategies	Teaching strategies are diverse and tailored to learner styles and needs	A range of strategies is used effectively	Limited variation in strategies; not always matched to needs	Teaching is rigid and unresponsive to learner needs
	Secure subject knowledge	Teachers demonstrate deep subject knowledge and age-appropriate pedagogy	Teachers show good subject knowledge and understanding	Subject knowledge is inconsistent or shallow	Teachers lack subject knowledge or age-appropriate methods
	Learner engagement and time use	Lessons are engaging, purposeful and maximise instructional time	Learners are engaged and time is used effectively	Engagement is inconsistent; time not always well used	Lessons lack engagement; time is poorly managed
Assessment and Feedback	Baseline assessment upon entry	Baseline assessments are comprehensive and use multiple sources	Baseline assessments are conducted and inform planning	Baseline assessments are limited or inconsistently used	No baseline assessments conducted
	Assessment data used to tailor instruction	Data is used expertly to personalise instruction for individuals and groups	Data informs instruction and grouping decisions	Data use is sporadic or lacks depth	Data is not used to inform instruction

Domain	Standards	Grade Descriptors			
		Outstanding	Good	Needs Improvement	Inadequate
Assessment and Feedback	Analysis of stagnation	Stagnation is identified early and addressed with targeted interventions	Stagnation is monitored and addressed with general strategies	Stagnation is inconsistently tracked or addressed	No analysis of stagnation; learners fall behind unnoticed
	Use of formative and summative assessments	Both types are used effectively to guide learning and measure progress	Assessments are used appropriately and regularly	Assessment use is uneven or lacks clarity	Assessments are poorly used or absent
	Feedback to learners	Feedback is timely, specific and actionable; improves learning	Feedback is regular and supports progress	Feedback is vague or inconsistently given	Feedback is absent or ineffective
Curriculum Delivery	Curriculum meets statutory requirements	Curriculum fully meets time and structure requirements	Curriculum generally meets statutory expectations	Curriculum partially meets requirements	Curriculum does not meet statutory standards
	Balanced time allocation	Time is well-balanced across subjects to support holistic learning	Time allocation is mostly balanced with minor gaps	Time allocation is uneven or poorly planned	Time allocation is inadequate or biased
	Managing missed lessons and absences	Robust systems ensure continuity of learning despite absences	Mechanisms are in place to manage missed lessons	Systems are weak or inconsistently applied	No systems to manage missed lessons or absences
Learner Progress and Support	Support for learners falling behind	Learners are identified early and receive tailored support	Support is provided and generally effective	Support is inconsistent or reactive	Learners are unsupported and fall further behind

Domain	Standards	Grade Descriptors			
		Outstanding	Good	Needs Improvement	Inadequate
Learner Progress and Support	Collaboration for support	Strong partnerships enhance learner support and outcomes	Partnerships exist and contribute to learner support	Collaboration is limited or informal	No collaboration; learners lack external support
	Promotion of literacy, numeracy and life skills	Skills are embedded across subjects and aligned with Eswatini's context	Skills are promoted and integrated into learning	Skills are taught but not consistently emphasised	Skills are neglected or poorly taught
Inclusion and Equity	Equality and respect in teaching	Teaching promotes equity, diversity and respect in all settings	Equity and diversity are generally upheld	Equity and diversity are inconsistently addressed	Teaching reflects bias or exclusion
Parental and Stakeholder	Informing and equipping parents/ employers	Communication is proactive, informative and empowers stakeholders	Stakeholders are informed and involved	Communication is limited or one-way	Stakeholders are uninformed or excluded
Staff Qualifications and Development	Qualified personnel	Staff are highly qualified and appropriately deployed	Staff are qualified and meet role requirements	Some staff lack qualifications or are misassigned	Staff are unqualified or poorly deployed
	Professional development	CPD is continuous, relevant and well-attended	CPD is offered regularly and supports growth	CPD is infrequent or generic	No CPD offered or attended
	Support for upgrading qualifications	Staff are supported and encouraged to upgrade qualifications	Support exists and is accessible	Support is limited or unclear	No support for qualification upgrades
	Performance linked to outcomes	Performance management is rigorous and tied to learner outcomes	Performance is monitored and linked to outcomes	Performance is loosely linked or inconsistently tracked	No link between performance and learner outcomes

Domain	Standards	Grade Descriptors			
		Outstanding	Good	Needs Improvement	Inadequate
Testing and Examinations	Formal testing programme	Testing is structured, progressive and well-managed	Formal testing exists and supports progression	Testing is irregular or lacks structure	No formal testing programme
	Examination regulations	Regulations align fully with statutory standards and are well enforced	Regulations meet standards and are generally followed	Regulations are unclear or inconsistently applied	Regulations are absent or violated
	Rules and penalties	Rules are clearly outlined and fairly enforced	Rules and penalties are communicated and applied	Rules are vague or inconsistently enforced	Rules are unknown or ignored
Integration of technology in teaching and learning	Align digital tools with the national syllabus, integrate multimedia, and personalise learning using AI	Digital tools are fully aligned with the syllabus; multimedia and AI are seamlessly integrated into personalised learning	Digital tools are aligned and multimedia is used effectively; AI integration is emerging	Partial alignment with syllabus; limited use of multimedia and AI	No alignment; digital tools and AI are absent or misused
	Access and use of online platforms like Eswatini Learning Passport	All learners and staff actively use platforms like Learning Passport with high engagement and impact	Platforms are accessible and used regularly by most staff and learners	Platform access is inconsistent; usage is minimal or unsupported	Platforms are unavailable or unused

Operationalisation: Quality of Teaching, Learning and Assessment

Examples of possible actions:

- Teaching is more engaging and caters for diverse groups of learners.
- Teachers use questioning highly effectively (low, mid and high order questioning) in formative and summative assessment.
- Making use of lesson time and provide adequate time for practice to embed learners' knowledge, understanding and skills securely.
- Clear rules are made to effectively manage learner's behaviour and are consistently enforced.
- Teachers identify and support any learner who is falling behind and enable almost all to catch up.
- Teachers provide learners with insightful feedback, in line with the school's assessment policy, about what learners can do to improve their knowledge, understanding and skills. The learners use this feedback effectively.
- Teachers are determined that learners achieve well. They encourage learners to try hard, recognise their efforts and ensure that learners take pride in all aspects of their work. Teachers have consistently high expectations of all learners' attitudes to learning.
- Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.

Sources of evidence

- Inspectors will use a considerable amount of first-hand evidence gained from observing learners in lessons, talking to them about their work, scrutinising their work and assessing how well administrators and teachers are securing continual improvements in teaching.
- Direct observations in lessons will be supplemented by a range of other evidence to enable inspectors to evaluate the impact that teachers have on learners' progress.
- How information at transition points between schools and grades is used effectively so that teachers plan to meet learners' needs in all lessons from the onset.
- Parents' views about the quality of teaching, whether they feel their children are challenged sufficiently and how quickly administrators and teachers tackle inadequate teaching.
- Scrutiny of learners' work, with particular attention to:
 - Learners' effort and success in completing their work, both in and outside lessons, so that they can progress and enjoy learning across the curriculum
 - How learners' knowledge, understanding and competencies have developed and improved
 - How well teachers' feedback, written and oral, is used by learners to improve their knowledge, understanding and competencies.

- Inspectors will evaluate the accuracy and impact of assessment through:
 - A range of evidence which will show that teachers use assessment for establishing learners' starting points, to modify teaching so that learners achieve their potential.
 - A range of evidence of what learners know, understand and can do across the curriculum
 - A range of evidence which shows that teachers make consistent judgements about learners' progress and attainment, for example within a subject, across a year group and between year groups.

Personal Development, Behaviour and Welfare

The Learners' Personal Development, Behaviour and Welfare quality area recognises that academic achievement must be supported by a safe, nurturing and empowering environment. This quality area evaluates how schools promote holistic growth, spanning personal development, behaviour, safety, nutrition, health and risk awareness, while ensuring learners are equipped for life beyond the classroom. Grounded in Eswatini's socio-cultural context and inspired by the Inqaba Whole Child Framework, the standards emphasise the importance of self-confidence, moral grounding and societal readiness. Inspectors assess how schools foster respectful conduct, safeguard learners' physical and emotional well-being and actively engage in health promotion and risk prevention. Attendance tracking and engagement monitoring further ensure that no learner is left behind. Together, these criteria reflect a commitment to developing resilient, responsible and well-supported individuals prepared to thrive in Eswatini's evolving society.

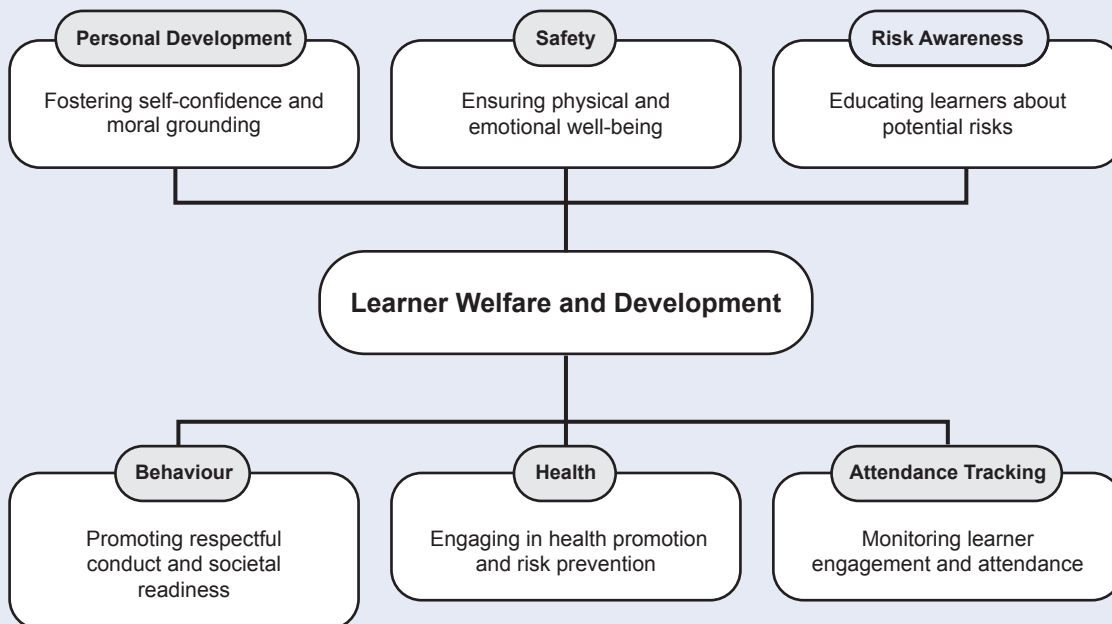


Figure 3.1: Personal Development, Behaviour and Welfare

Domains and Standards

Table 3.1: Domains and Standards for Personal Development, Behaviour and Welfare.

Domain	Standards
Learner Personal Development	<ul style="list-style-type: none"> ● Promotion of self-confidence, self-awareness and learning skills ● Support for spiritual, moral, social and cultural development ● Preparation for societal participation in Eswatini ● Support in developing employability skills and making career choices
Behaviour and Conduct	<ul style="list-style-type: none"> ● Regular attendance and punctuality ● Positive attitudes toward learning and pride in achievements ● Following behavior guidelines and managing emotions ● Respectful relationships with peers and adults
Learner Safety and Protection	<ul style="list-style-type: none"> ● Assurance of physical, psychological and social safety during school hours ● Presence and implementation of a school safety policy ● Prevention and intervention regarding bullying, aggression and violence
Nutrition, Health and Hygiene	<ul style="list-style-type: none"> ● Promotion of personal health including hygiene and sanitation ● Promotion of nutrition and healthy lifestyle ● Implementation and sustainability of School Feeding Programme and School Meals initiatives ● Access to clean drinking water and school feeding initiatives ● Maintenance of boarding facilities according to Public Health Act
Risk Awareness and Safeguarding	<ul style="list-style-type: none"> ● Educating learners on risks such as substance abuse, exploitation, pregnancy and online dangers ● Active support systems for keeping learners safe
Attendance and Engagement Tracking	<ul style="list-style-type: none"> ● Monitoring absence and punctuality rates relative to national benchmarks ● Evaluation of improvement trends among low attenders

Levels of Performance

Table 3.2: Grade Descriptors for Personal Development, Behaviour and Welfare

Domain	Standards	Grade Descriptors			
		Outstanding	Good	Needs Improvement	Inadequate
Learner Personal Development	Self-confidence, awareness, learning skills	Learners show strong independence and deep reflection	Learners show confidence with occasional support	Relies on prompts; passive learning	Lacks confidence and engagement
	Spiritual, moral, social, cultural growth	Embedded across curriculum and activities	Regular coverage through subjects/ events	Sporadic or superficial coverage	No meaningful exposure or impact
	Preparation for societal participation	Learners actively participate in civic duties	Basic national awareness shown	Limited exposure to societal themes	No preparation for social engagement
	Career choices and employability	Structured guidance; learners understand career paths	Career support present; moderate awareness	Occasional career activities; weak skill focus	No support; learners unaware of options
Behaviour and Conduct	Attendance and punctuality	>95% attendance; exemplary punctuality	Generally regular; minimal lateness	Irregular; some chronic issues	Poor and uncontrolled attendance
	Attitude and pride in achievement	Highly motivated; celebrates success	Shows positive attitude and values effort	Limited pride and effort observed	Disengaged and indifferent
	Behaviour and emotional control	Self-regulating; resolves conflicts well	Mostly positive; minor interventions needed	Frequent issues; poor emotional management	Disruptive and volatile conduct
	Respectful relationships	Respectful, empathetic, inclusive interactions	Mostly respectful; minor conflicts	Noticeable tension; uneven respect	Unsafe or disrespectful culture

Domain	Standards	Grade Descriptors			
		Outstanding	Good	Needs Improvement	Inadequate
Learners' Safety and Protection	Physical, emotional and social safety	Learners feel entirely safe; proactive care	Minor concerns addressed swiftly	Inconsistent safety experience	Unsafe environment; major gaps
	School safety policy	Actively implemented; regularly reviewed	Exists and mostly applied	Outdated or inconsistently used	Missing or ineffective policy
	Bullying/aggression handling	Swift prevention and response system	Issues handled effectively	Inconsistent handling; recurring issues	No clear prevention; unmanaged cases
Nutrition, Health and Hygiene	Provision of nutritional adequate daily school meals and menu displayed	Nutritious meals are served daily, varied, culturally appropriate and menu is displayed	Meals are served daily and meet basic nutrition goals; lack variety and menu is displayed	Meals provided inconsistently; needs attention and menu not displayed	Meals are Infrequently provided, poorly planned and menu not displayed,
	Number of meals provided daily	Always provide two meals daily (breakfast and main meal)	Often provide two meals	Rarely provide two meals	Provide one meal daily
	Serving time and supervision	Meals served at the appropriate time and always supervised	Meals served at appropriate time and often supervised	Meals not served at the appropriate time and rarely supervised	Meals not served at the appropriate time and never supervised
	Nutrition education and awareness campaigns	Integrated into curriculum with regular campaigns and learner engagement	Periodic awareness activities conducted	Campaigns rare or disconnected from learning	No nutrition education efforts present

Domain	Standards	Grade Descriptors			
		Outstanding	Good	Needs Improvement	Inadequate
Nutrition, Health and Hygiene	Ensure monitoring of learner nutritional status by relevant Authority	Regular tracking and follow-up for learners at-risk	Periodic assessments conducted	Monitoring is sporadic and undocumented	No monitoring of learner
	Kitchen, personal, food hygiene and storage practices	Strict protocols for kitchen, personal and food hygiene followed; facilities clean and organised	Generally safe practices; minor lapses	Inconsistent hygiene practices observed	Unsafe handling and storage posing health risk
	Kitchen Staff undergo medical check-up accordingly	Undergo medical check-up every six months	Undergo medical check-up once in twelve months	Under go medical check-up rarely	Has never undergone any medical check-up
	Staff training on food safety and quality protocols	All food staff trained and certified	Most food staff trained; certification gaps noted	Some food staff lack training or refresher courses	No training provided to food service staff
	Potable water access for food preparation and wash facilities	Water is safe, regularly tested and consistently available	Potable water usually available; testing irregular	Access to potable water not consistent; safety not routinely tested	No potable water available for food-related tasks
	School based food production initiatives	School based food production initiative(s) available and used for learning and meal supplementation	School based food production initiative(s) exist with moderate educational integration and meal supplementation	School based food production initiative(s) underused; educational link and food supplementation weak	No School based food production initiative (s)

Domain	Standards	Grade Descriptors			
		Outstanding	Good	Needs Improvement	Inadequate
Nutrition, Health and Hygiene	Take-home food rations for vulnerable children from food produced in the school	Structured way and distribution is done to vulnerable learners whenever there is surplus food.	There is some structured way to distribute to vulnerable learners whenever there is surplus food.	Surplus food is rarely distributed to vulnerable learners	Surplus food is never distributed to vulnerable learners.
	Record keeping of food received, consumed and balance and kitchen equipment	Up-to-date record of food and kitchen equipment	Inconsistent record of food and kitchen equipment	Rarely keeps record of food and kitchen equipment.	No records of food and kitchen equipment.
	School feeding committee and or Focal teacher to ensure proper running of the programme	Active school feeding committee/ focal teacher in place	School feeding/ focal teacher often active	School feeding/ focal teacher rarely active	No active school feeding committee/ focal teacher in place
	Community partnerships for the programme support (food supply, food production, provision of security)	Strong collaborations and partnership with community for programme support (local farms, suppliers, donors and others)	Some partnerships in place; support is intermittent	Few external links; partnership opportunities missed	No community engagement for programme support
	Hygiene and sanitation habits	Excellent hygiene and health practices	Promoted and generally followed hygienic standards	Limited awareness on promotion hygiene	Poor hygiene; health risks present
	Waste reduction and composting initiatives	Active composting programmes and learner involvement	Some composting or recycling happening	Waste management exists but is informal or minimal	No practices for waste reduction or composting

Domain	Standards	Grade Descriptors			
		Outstanding	Good	Needs Improvement	Inadequate
Nutrition, Health and Hygiene	Local food sourcing and production support	Majority of additional food sourced locally; sustainable and seasonal practices adopted	Local sourcing happens occasionally	Some effort but limited sourcing from local providers	All food sourced externally with no sustainability effort
	Drinking water and feeding access	Clean water and meals always provided	Mostly reliable access to resources	Irregular or insufficient provision	Unsafe or unavailable essential supplies
	Boarding facility upkeep	Fully compliant and maintained	Generally up to standard; minor issues	Several areas below public health standards	Unsafe and non-compliant facilities
	Hostel and ablution facilities	Adequate and functional hostel and ablution facilities	Hostel and ablution facilities somewhat adequate and functional	Hostel and ablution facilities rarely adequate and functional	Inadequate and non-functional Hostel and ablution facilities
	Number of staff against number of boarders	Adequate staff against number of boarders	Staff available not so adequate against number of boarders	Staff less against the number of boarders	Inadequate staff against number of boarders
	Recreational facilities	Available, adequate and functional recreational facilities	Some recreational facilities available and functional	Few recreational facilities available and some are not functional	No recreational facilities available
	Dining area	Available and adequate	Available and somewhat adequate	Available and rarely adequate	Not available

Domain	Standards	Grade Descriptors			
		Outstanding	Good	Needs Improvement	Inadequate
Risk Awareness and Safeguarding	Risk education (e.g., substance abuse, pregnancy)	Learners actively involved; well-informed	Educated with general understanding	Superficial or incomplete coverage	No risk education in place
	Active safety support systems	Robust protection and monitoring systems	Functional systems with minor gaps	Inconsistent support; limited impact	Absent or ineffective support systems
Attendance and Engagement Tracking	Monitoring absences and punctuality	Real-time systems track and analyse trends	Monitored regularly; data used occasionally	Sporadic tracking; lacks detail	No tracking; issues go unrecorded
	Improving low attenders	Targeted strategies showing progress	Support with gradual improvements	Interventions attempted; low impact	No effort or improvement recorded

Operationalisation: Personal Development, Behaviour and Welfare

Examples of possible actions:

- The school develops programmes that promote self-confidence and high self-esteem in learners and respect for other's views and ideas.
- The school provides opportunities that promote learners' spiritual, moral, social and cultural development and equips them to be thoughtful, caring and active citizens in school and in wider society.
- The school develops effective strategies that promote high standards of behaviour.
- The school develops a programme and or strategies that encourage learners to value their education hence improving attendance.
- The school makes an effort to work with learners to prevent all forms of abuse (substance, emotional, physical, verbal etc.), pregnancy, sexual exploitation and bullying.
- The school creates an open culture and ethos that actively promotes all aspects of learners' welfare and inclusive quality teaching and learning.
- The school creates a conducive environment that helps learners to be safe and feel safe at all times. Learners are taught and they understand how to keep themselves and others safe in different situations and settings.

- Learners are taught to make informed choices about healthy eating, fitness and their emotional and mental well-being.
- The school has a healthy food policy for its tuck shop and/food vendors.
- The school implements strategies to sustain the school feeding programme according to the Inqaba manual (2020) and the Food Security Framework, (2013).
- Provision of functional kitchen, food, fuel, potable water, cooking equipment and Cook.
- Daily preparation of meals and availability of menu
- Provision of breakfast or snack and main meal daily
- Appropriate serving time and meal supervision roster in place
- Teachers implement nutrition education campaigns with learner's involvement.
- Provision of protective clothing, equipment that support food hygiene, pest control, big enough and well ventilated storeroom, proper storage methods and water and sanitation.
- Kitchen staff encouraged and allowed to undergo medical check-up.
- Support staff ongoing training for Food safety and quality.
- Provide and ensure potable water for food preparation.
- Implement school based food production initiatives to supplement school feeding programme.
- Provide tools for programme records keeping.
- Select a school based school feeding committee
- Form collaborations with community and partners
- Implement waste management practices and adopt climate smart principles
- Where possible source food locally
- Compile a comprehensive list for food insecure learners in the school.
- Use surplus school produced food as take home rations for vulnerable learners.
- Provision of standard beds, mattresses, lockers and well ventilated hostels
- Provision of functional ablutions
- Provision of washing, drying and ironing area
- Provision of ironing area with adequate furniture
- Spacious dining area with adequate furniture
- Provision of recreational facilities
- Recruitment of hostel staff

Sources of evidence

- Documentary evidence about behaviour (e.g. discipline book), including how the school tackles poor behaviour, as well as discussions with and observations of learners at break times, lunchtimes and between lessons.
- Views of parents, staff and other stakeholders on personal development, behaviour and welfare of the school community.
- Inspectors must take into account the different views expressed by learners including; their experiences, behaviours and attitudes towards others.

- Case studies about the experience of particular individuals and groups, such as learners for whom referrals have been made to various support structures, learners who have special educational needs and/or disabilities, those with medical needs and those with mental health needs checking how the referral was made and the thoroughness of the follow-up.
- Availability of kitchen structure, food, fuel, potable water and cooking utensils
- Menu displayed in the kitchen
- Observation of serving times at school
- Feedback logs like preparation books showing how nutrition education is promoted
- Availability of protective clothing, equipment that support food hygiene, pest control, big enough and well ventilated storeroom
- Observation of proper food storage practices
- Availability of staff medical certificates
- Trainings attended
- Availability of potable water.
- Availability of school based initiatives
- Availability of records
- List of Committee members
- Existence of collaboration with partners
- Availability of climate smart activities and waste management projects.
- Records of foods locally sourced
- Comprehensive list of vulnerable learners
- Availability of hostel facility with all the necessary requirement.

4

Outcomes for Learners

This quality area focuses on the measurable academic progress and personal growth of learners across all phases of education. It evaluates how effectively schools support learners in achieving curriculum standards, attaining qualifications and preparing for future education or employment. Inspectors assess the use of lesson observations, learner work and school data to monitor progress and ensure aspirational targets are met. Special attention is given to equity and inclusion, examining how disadvantaged, gifted and lower-attaining learners are supported to close achievement gaps and pursue deeper learning. The quality area also reviews the effectiveness of provisions for learners with disabilities and special educational needs (SEN), ensuring that differentiation is purposeful and inclusive. Together, these standards provide a comprehensive view of how schools promote academic excellence, equity and learner readiness for life beyond the classroom.

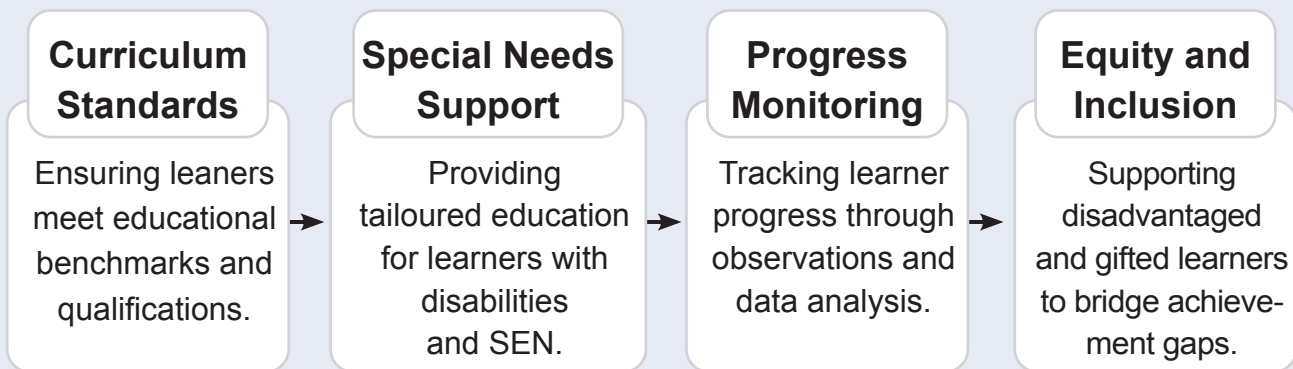


Figure 4.1: Outcomes for Learners

Domains and Standards

Table 4.1 - Domains and Standards for Outcomes for Learners

Domain	Standards
Academic Achievement	<ul style="list-style-type: none"> ● Learners progress from different starting points and meet/exceed national or curriculum standards ● Attain relevant qualifications for future education/employment ● Achieve academic and vocational success across subjects.

Domain	Standards
Progress Monitoring	<ul style="list-style-type: none"> • Current learners' progress evaluated through lesson observations, learner discussions, work scrutiny and school data • Learners meet aspirational targets and are on track to exceed them
Equity and Inclusion	<ul style="list-style-type: none"> • Disadvantaged learners' progress and attainment compared to others; effectiveness of gap-narrowing efforts • Most able learners pursue deeper knowledge, understanding and competencies • Lower-attaining learners' development and how gaps are addressed
Special Needs and Differentiation	<ul style="list-style-type: none"> • Disabled learners and those with Special Educational Needs (SEN): analysis of progress and effectiveness of provisions

Levels of Performance

Table 4.2: Grade Descriptors for Outcomes for Learners

Domain	Standards	Grade Descriptors			
		Outstanding	Good	Needs Improvement	Inadequate
Academic Achievement	Progress from starting points; meet/exceed standards	All learners show rapid progress and exceed standards regardless of starting point	Most learners meet standards with positive progress shown	Mixed progress; some learners fall below expected benchmarks	Progress stagnant or regressive; majority fail to meet curriculum standards
	Attain relevant qualifications	Nearly all learners attain high-level qualifications relevant for future pathways	Most learners gain necessary qualifications with few gaps	Several learners lack qualifications aligned with future needs	Learners overwhelmingly fail to attain meaningful or recognised qualifications

Domain	Standards	Grade Descriptors			
		Outstanding	Good	Needs Improvement	Inadequate
Academic Achievement	Academic/vocational success across subjects	Learners demonstrate consistent high achievement in academic and vocational domains	Learners succeed in key subjects with some areas needing support	Performance varies widely; strong gaps between subjects	Learners underachieve across most academic and vocational subjects
	Evaluation using observations, discussions, scrutiny and data	Progress tracking is rigorous, frequent and informs precise interventions	Progress regularly monitored through varied sources with effective feedback	Monitoring efforts are limited or lack consistency	No structured monitoring; decisions made without learner data
Progress Monitoring	Learners meeting aspirational targets	Learners consistently meet or exceed aspirational targets with proactive support	Majority meet set targets and are supported to improve further	Targets set but rarely achieved; few interventions in place	Aspirational targets not met; no clear tracking or support structure
	Disadvantaged learners' progress and gap-narrowing	Disadvantaged learners achieve at par with peers due to embedded support systems	Gaps have narrowed noticeably through focused interventions	Gaps persist; support insufficient or inconsistently applied	No gap-narrowing strategies; disadvantaged learners chronically underperform
Equity and Inclusion	Most able learners' deeper learning	Most able learners consistently extend beyond standard expectations in multiple subjects	Able learners receive appropriate challenge to grow in selected areas	Occasional challenge provided; limited impact on deeper learning	Lack of differentiation; advanced learners disengaged or stagnant

Domain	Standards	Grade Descriptors			
		Outstanding	Good	Needs Improvement	Inadequate
Equity and Inclusion	Lower-attaining learners and gap management	Tailored interventions yield measurable gains and rapid progress	Targeted support helps moderate progress among lower-attaining learners	Gaps identified but interventions have limited reach or effect	No targeted support; gaps persist with little progress
Special Needs and Differentiation	SEN and disabled learners' progress and provision	SEN learners receive customised, high-quality support; sustained progress evident	SEN needs are addressed through appropriate provisions and regular reviews	SEN support is sporadic; outcomes for learners vary widely	

Operationalisation: Outcomes for Learners

Examples of possible actions:

- Different characteristics of learners are identified including their socio-economic background, age and prior attainment in order to track their progress.
- Baseline tests are done to determine learners' starting points and such records are well documented.
- Expectations on what learners can achieve are set based on their particular characteristics and starting points.
- Regular tracking tests are given to measure learner progress in all grades across the curriculum and there is a systematic way of providing frequent interventions and extra support for learners who need it.
- Social behavioural skills programmes are implemented and regularly/frequently assessed for impact to inform improvement for holistic development.
- Expectations are set and measures put in place to ensure that learners attain relevant qualifications, so that they can progress to their next stage of education, after leaving school e.g. courses that lead to higher qualifications and or jobs.
- Teachers give work that deepens learner knowledge, understanding and competencies.
- Teachers regularly assess the growth in learner security, breadth and depth of knowledge, understanding and competencies.

- The school has a strategy in place to ensure that the most able learners (with high prior attainment) are progressing towards high standards across the curriculum and receive the support they need to reach their full potential.
- Regular school check points/self-evaluations of progress and attainment of all range of learners is done based on several benchmarks such as learners' starting points, national average, similar schools, similar learners and others.
- A system is put in place in the school which helps in tracking progress and attainment of disadvantaged learners, the most able, low attaining learners and learners with special needs and disabilities. The system further provides support and additional support to all these groups of learners.

Sources of evidence

- Observations in lessons.
- Discussions with learners about their understanding of things they have been learning about.
- Scrutiny of learners' acquisition of knowledge, understanding and competencies over time as shown in their work, including that in their books
- The school's own information, taking into account the quality and rigour of the assessment on which it is based.
- Evidence of records of regular progress tracking tests and examples of frequent support given to different groups of learners.

This quality area evaluates the strategic and operational effectiveness of subject departments in delivering high-quality, inclusive and policy-aligned education. It emphasises the importance of planning that reflects national and school-level priorities, teaching practices that foster excellence and support systems that address diverse learner needs. Inspectors assess how departments organise resources, monitor performance and implement improvement strategies through regular feedback and self-evaluation. The quality area also highlights the role of departmental leadership in promoting professional development, managing interventions and aligning teaching with curriculum standards. By examining inclusivity, assessment quality and the integration of support mechanisms, this quality area ensures that subject areas contribute meaningfully to learner achievement and institutional growth.

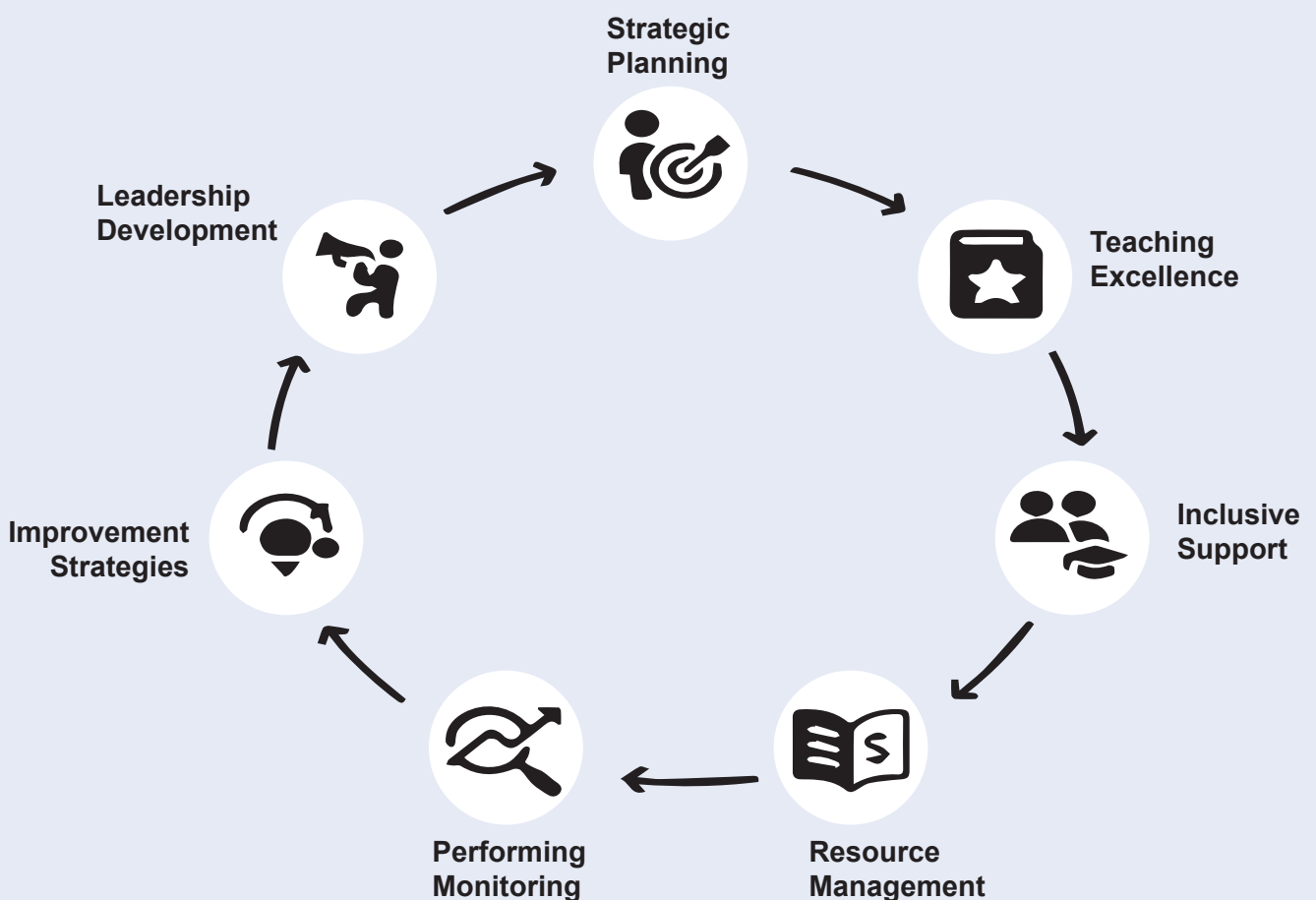


Figure 5.1: Specific Subject Areas

Domains and Standards

Table 5.1: Domains and Standards for Specific Subject Areas

Domain	Standards
Policy Alignment and Planning	<ul style="list-style-type: none"> ● Subject operations are guided by school, departmental and national policies ● Operational plans align with syllabi requirements ● Plans are effective in improving learner achievement across the board
Teaching and Learning Practice	<ul style="list-style-type: none"> ● Teachers conduct effective and engaging lessons ● High expectations and scholastic excellence are fostered ● Extra support (e.g. excursions) enhances concept mastery ● Teachers use formative and summative assessments that meet quantity and quality standards
Inclusivity and Support	<ul style="list-style-type: none"> ● Barriers to learning for learners with special needs/ disabilities are addressed ● Interventions for low and high achievers are implemented based on tracked progress
Departmental Organisation	<ul style="list-style-type: none"> ● The department is well organised and managed ● Resources (financial, material, human) are adequately provided and effectively used ● Performance targets guide teaching activities
Monitoring and Improvement	<ul style="list-style-type: none"> ● Regular monitoring and feedback to teachers ● Departmental self-evaluation is done consistently to inform plans ● Successes and challenges are identified with follow-up interventions ● Teacher capacity building is supported by sound performance management systems

Levels of Performance

Table 5.2: Grade Descriptors for Specific Subject Areas

Domain	Standards	Grade Descriptors			
		Outstanding	Good	Needs Improvement	Inadequate
Policy Alignment and Planning	Operations guided by policies	Subject operations consistently follow and exemplify school, departmental and national policies	Subject operations largely align with key policy documents	Policies are referenced but inconsistently applied	No alignment with school, departmental or national policies
	Operational plans align with syllabi	Plans fully reflect syllabus objectives and codes; instructional planning is seamless	Plans generally follow syllabi with minor gaps in detail or execution	Plans show partial alignment; key syllabus elements missing	Plans are not linked to syllabi; content and structure lack coherence
	Plans improve learner achievement	Plans measurably enhance performance across all learner groups	Plans contribute to positive achievement trends in most subjects	Plans exist but show limited impact on learning outcomes	Plans fail to support learner achievement or are absent
Teaching and Learning Practice	Effective, engaging lessons	Lessons are highly interactive, learner-centered and differentiated	Lessons are structured and purposeful with moderate engagement	Lessons lack consistency or fail to engage diverse learners	Lessons are poorly designed or frequently ineffective
	High expectations and excellence	Teachers challenge learners consistently and celebrate academic excellence	Expectations are set clearly; learners are motivated to achieve	Expectations are uneven; limited push for excellence	Low standards; learner potential not cultivated

Domain	Standards	Grade Descriptors			
		Outstanding	Good	Needs Improvement	Inadequate
Teaching and Learning Practice	Extra support for concept mastery	Enrichment activities (e.g., excursions, projects) are well-planned and significantly enhance learning	Supportive activities are present and aid conceptual understanding	Activities are present but loosely linked or occasional	No additional support or enrichment strategies evident
	Use of quality assessments	Assessments are rigorous, balanced and used to inform instruction and feedback	Assessments meet minimum standards and are used moderately	Quantity/quality of assessments inadequate or uneven	Assessments absent, poorly constructed or unused
Inclusivity and Support	Barriers for special needs addressed	Learners with disabilities receive proactive, tailored support and full access	Barriers are recognised and reduced; some adaptations in place	Support strategies are inconsistent or minimally effective	Barriers unaddressed; learners excluded or unsupported
	Interventions based on progress	Targeted, data-informed interventions yield strong progress for all achiever levels	Interventions implemented with moderate tracking and success	Some interventions present; tracking or impact unclear	No interventions or tracking; learners unsupported
Departmental Organisation	Organisation and management	Department runs smoothly with clear roles, leadership and accountability	Management is functional with basic systems in place	Structure is disjointed; roles unclear or lacking coordination	Department disorganised; leadership and systems ineffective
	Resources adequacy and usage	Resources are sufficient, strategically allocated and effectively used	Most required resources are available and used appropriately	Some gaps in resources or inconsistent usage	Resources are insufficient, misallocated or underused

Domain	Standards	Grade Descriptors			
		Outstanding	Good	Needs Improvement	Inadequate
Departmental Organisation	Performance targets guide teaching	Targets are clear, regularly reviewed and drive daily teaching practice	Targets are evident and guide teaching to a reasonable extent	Targets exist but have minimal impact on instruction	No targets set or used to inform teaching activities
Monitoring and Improvement	Teacher feedback and monitoring	Teachers receive structured, regular feedback that drives development	Feedback is provided occasionally with moderate instructional impact	Monitoring is informal or infrequent; feedback lacks follow-through	No feedback mechanism; teacher development unsupported
	Departmental self-evaluation	Evaluation is systematic, reflective and informs planning and practice	Self-evaluation occurs with some link to planning decisions	Evaluation done irregularly or lacks depth	No self-evaluation conducted or used for improvement
	Follow-up on successes/ challenges	Responses to issues are timely, targeted and reviewed for impact	Follow-ups implemented with moderate consistency and effectiveness	Response to challenges is uneven; impact limited	No follow-up or review; challenges persist unaddressed
	Capacity building via performance systems	Professional growth is embedded within a strong performance management framework	Development is supported through appraisals and some training	Training sporadic; loosely tied to performance monitoring	

Operationalisation: Specific Subject Areas

Examples of possible actions:

- Operational policies are documented, implemented and regularly evaluated.
- Teachers plan according to the dictates of the syllabi and also taking into consideration the different range of learners.
- Strategically planned meetings are held and proceedings are properly recorded.
- Targets are set, monitored and evaluated.
- Monitoring plans are developed and implemented.
- A system is put in place in the school which helps in tracking progress and attainment of disadvantaged learners, the most able, low attaining learners and learners with special needs and disabilities. The system further provides support and additional support to all these groups of learners.
- Performance Management System is put in place to monitor and evaluate the performance of teachers and further inform professional development and capacity building.
- Regular self-evaluation at departmental and teacher level is conducted.
- Constructive feedback is mainly used for formative assessment purposes.
- Departmental/subject budget is prepared in line with the subject improvement plan.
- Adequate quantities of high quality work (both formative and summative) are given to the learners.
- Departmental improvement plans/interventions implemented and evaluated.
- Departmental strategies put in place to address barriers to learning for all learners especially those with special needs and disabilities.
- Availability of departmental resources and accessible infrastructure (e.g. laboratories, libraries, kitchen, materials and equipment and others.)

Sources of evidence

- Monitoring instruments and schedules e.g. written work, monitoring instruments and displayed departmental monitoring itinerary.
- Departmental Minutes
- Official books (scheme, preparation, stock/inventory, class registers, test files and others.)
- Lesson observation
- Information found in the learners' files (including learners with special needs)
- Interviews with relevant stakeholders (e.g. learners, teachers and others.)
- Demarcated areas for disposal of waste and other hazardous material.

6

Financial Management

This quality area evaluates the strategic stewardship and operational integrity of school finances, ensuring that resource allocation directly supports educational provision and institutional development. It emphasises the alignment of financial planning with the school’s vision, the School Development Plan (SDP) and national policy instruments such as the School Management Guide (Inqaba, 2020). Inspectors assess the transparency of financial processes, from budget preparation to expenditure tracking and the extent to which records and reports are shared with stakeholders in accordance with policy guidelines. This quality area also scrutinises budget implementation, oversight mechanisms and the role of finance committees in maintaining compliance and accountability. Through this lens, financial management is not merely administrative but a cornerstone of equitable, sustainable and learner-centred education.

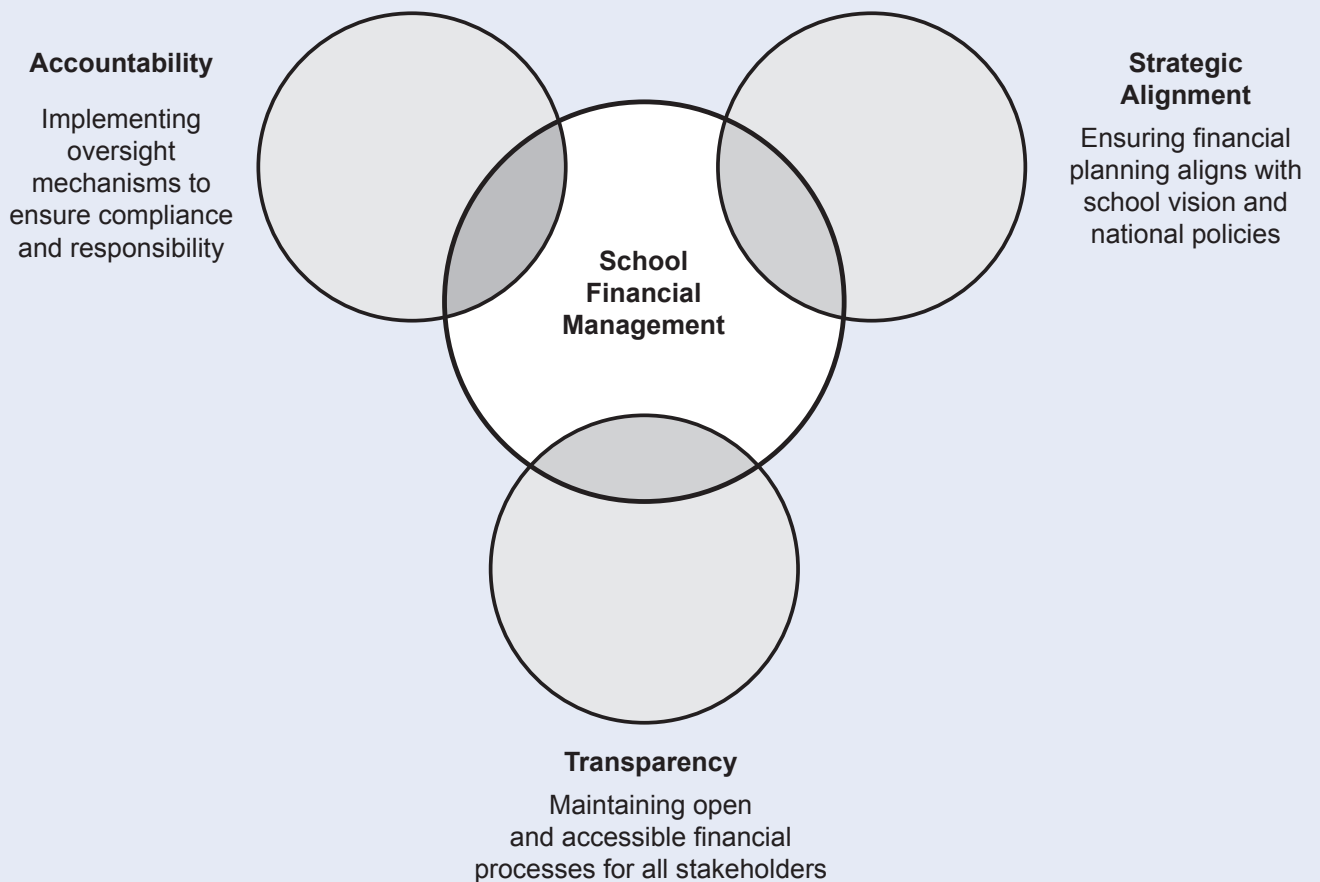


Figure 6.1: Financial Management

Domains and Standards

Table 6.1: Domains and Standards for Financial Management

Domain	Standards
Strategic Financial Planning	<ul style="list-style-type: none"> Financial plan aligns with the school's vision and supports educational provision Budget is aligned with the School Development Plan and informed by the School Management Guide (Inqaba) Budget approval follows stipulated policy guidelines
Financial Transparency and Accountability	<ul style="list-style-type: none"> Transparency in budget preparation, income and expenditure Financial records are kept according to policy guidelines Annual financial reports are produced and shared with parents and stakeholders
Budget Implementation and Oversight	<ul style="list-style-type: none"> Expenditure is guided by the budget and approved by the School/Finance Committee Regular financial audits are conducted to ensure compliance and integrity

Levels of Performance

Table 6.2: Grade Descriptors for Financial Management

Domain	Standards	Grade Descriptors			
		Outstanding	Good	Needs Improvement	Inadequate
Strategic Financial Planning	Financial plan aligns with school's vision and supports educational provision	Fully aligned; finance planning drives strategic learning improvements	Mostly aligned; supports educational priorities	Partially aligned; limited link to vision or learning outcomes	No alignment; financial decisions do not reflect school vision
	Budget aligns with SDP and is informed by School Management Guide (Inqaba, 2020)	Budget thoroughly reflects SDP priorities and (Inqaba 2020) guidelines	Budget references SDP; guide considered in planning	Budget loosely connected; minimal use of planning documents	Budget unrelated to SDP; no reference to guide

Domain	Standards	Grade Descriptors			
		Outstanding	Good	Needs Improvement	Inadequate
Strategic Financial Planning	Budget approval follows policy guidelines	Approval strictly follows legal/ policy protocols	Approval generally follows process	Some steps skipped or unclear approval pathway	No formal approval; processes violated
Financial Transparency and Accountability	Transparency in budget preparation, income and expenditure	Clear documentation; all stakeholders aware of budget details	Budget shared with select stakeholders; records maintained	Limited transparency; key stakeholders excluded	No transparency; budget not shared or tracked
	Financial records kept per policy guidelines	Records are complete, updated and regularly reviewed	Records exist and mostly comply	Incomplete or inconsistently updated records	No financial records or severe gaps
	Annual financial reports produced and shared	Reports comprehensive and shared with all stakeholders	Reports shared internally; limited external dissemination	Reports exist but not routinely shared	No reports or sharing; accountability lacking
Budget Implementation and Oversight	Expenditure guided by budget and approved by School/ Finance Committee	All expenses track budget lines; approvals documented	Most expenditures align and approvals noted	Budget overspending or misalignment observed	No connection between expenditure and approved budget
	Regular financial audits conducted	Audits are timely, external and inform improvement	Audits completed internally or with some external oversight	Audit processes irregular or superficial	No audits conducted; financial risks unmanaged

Operationalisation: Financial Management

Examples of possible actions:

- Establishment of a Finance Committee
- Develop a School Development Plan
- Preparation of school budget which is informed by the school development plan
- Documented evidence of all revenue collected for the school.
- Budget informed expenditure.
- Conduct an audit
- Operate one Current Account

Sources of evidence

- Books of accounts (cash book, vote book, analysis book, petty cash books/box, payment vouchers, ledger, receipt book, monthly bank statements).
- School Committee Minutes and Finance Committee Minutes.
- Annual financial reports
- School Development Plan
- Audit reports
- Salary register

This quality area focuses on the physical, human and material conditions that shape the quality of teaching, learning and learner wellbeing within the school. It evaluates the state of infrastructure and facilities, emphasising safety, accessibility and ongoing maintenance particularly for learners with disabilities. Inspectors assess the equitable allocation of teaching and learning resources, ensuring that all learners, including those with special needs, are adequately supported. The quality area also considers the deployment and welfare of qualified personnel, guided by policy standards and the provision of essential health and hygiene services such as safe drinking water and sanitation. Together, these elements reflect the school's commitment to creating a conducive, inclusive and sustainable learning environment that upholds the rights and dignity of every learner.

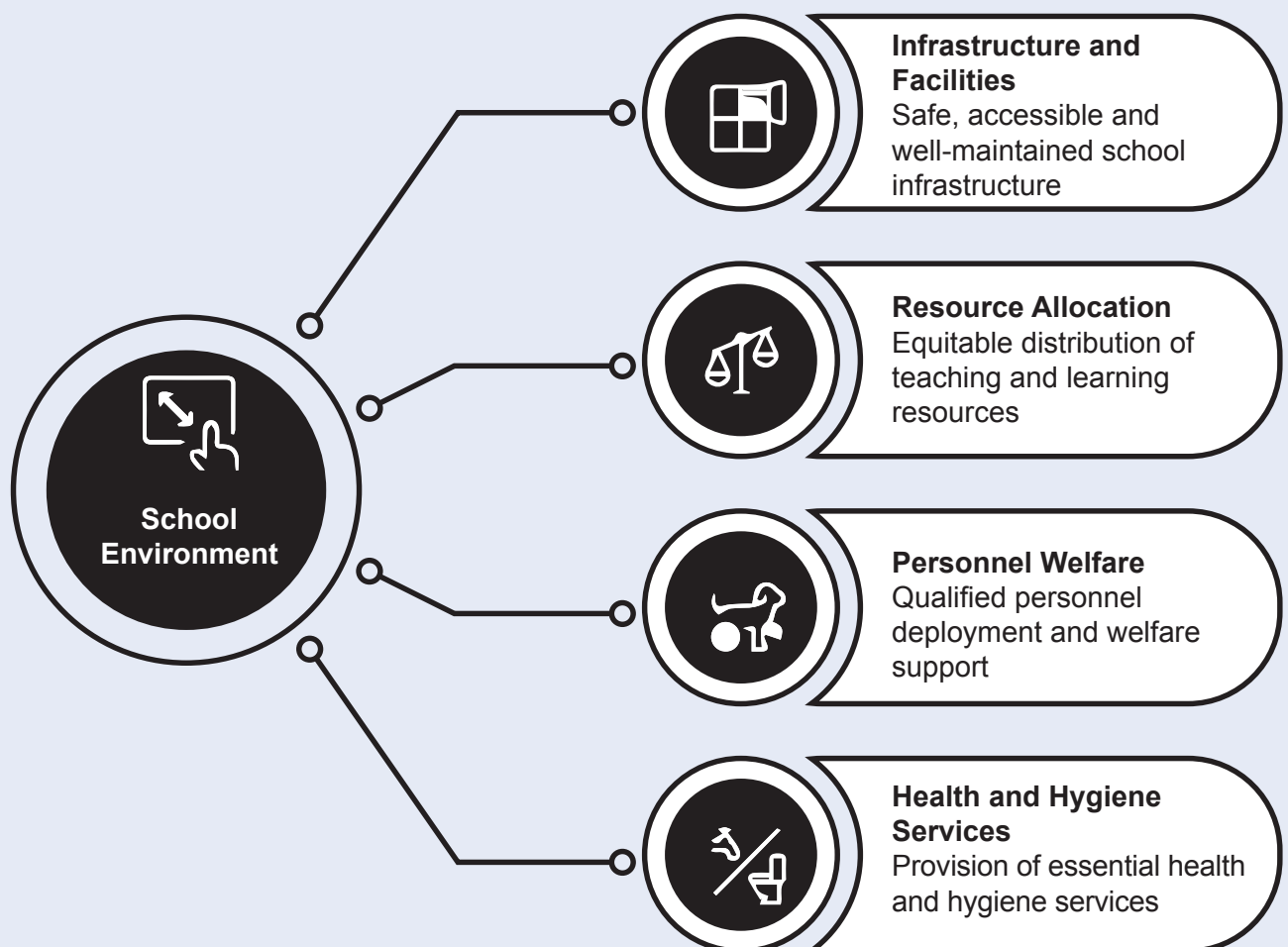


Figure 7.1: Input Resources and School Grounds

Domains and Standards

Table 7.1: Domains and Standards for Input Resources and School Grounds

Domain	Standards
Infrastructure and Facilities	<ul style="list-style-type: none"> Condition of buildings and school grounds impacting education or safety Maintenance, development and improvement plans for infrastructure Accessibility and safety for all learners, especially those with disabilities
Learning and Teaching Resources	<ul style="list-style-type: none"> Allocation of resources to all learners, including those with special needs
Human Resources	<ul style="list-style-type: none"> Staffing by qualified personnel with consideration of experience and policy guided deployment Welfare and care of support staff in line with policy
Health and Hygiene Provision	<ul style="list-style-type: none"> Availability of safe drinking water Sanitation and hygiene standards for both staff and learners

Levels of Performance

Table 7.2: Grade Descriptors for Input Resources and School Grounds

Domain	Standards	Grade Descriptors			
		Outstanding	Good	Needs Improvement	Inadequate
Infrastructure and Facilities	Condition of buildings and school grounds	Buildings and grounds are safe, clean and enhance learning	Generally safe and functional; minor issues observed	Noticeable wear or hazards; learning occasionally affected	Facilities pose risks or disrupt learning frequently
	Infrastructure maintenance and improvement plans	Comprehensive plan in place, regularly implemented and updated	Maintenance planned and executed annually	Plan exists but is outdated or inconsistently followed	No maintenance plan; infrastructure deteriorating
	Accessibility and safety for all learners	School fully accessible and safe for learners with diverse needs	Accessibility addressed; minor limitations exist	Limited accessibility; gaps in safety accommodations	Learners with disabilities face major access or safety issues

Domain	Standards	Grade Descriptors			
		Outstanding	Good	Needs Improvement	Inadequate
Learning and Teaching Resources	Resource allocation to all learners	Resources are equitably distributed and tailored for all learners	Most learners have adequate access to appropriate resources	Some learners underserved; resource limitations noticed	Resources are lacking or not provided for key learner groups
Human Resources	Qualified staff and appropriate deployment	All staff qualified and deployed per policy with strong experience profile	Majority of staff qualified; some deviations from deployment policy	Several staff unqualified	Staff largely unqualified; deployment not policy-based
	Support staff welfare and care	Welfare systems well-managed and responsive to staff needs	Staff care visible; some welfare supports in place	Welfare mechanisms weak or inconsistently applied	Staff neglected; no welfare system in place
Health and Hygiene Provision	Safe drinking water availability	Clean water available consistently for all	Water provided but occasional lapses	Water sometimes unavailable or questionable in quality	No access to clean drinking water
	Sanitation and hygiene standards	Facilities hygienic, well-stocked and used properly by staff and learners	Standards generally met; minor shortcomings	Hygiene standards uneven; issues affecting user experience	Poor sanitation; unsafe or unusable facilities

Operationalisation: Input Resources and School Grounds

Examples of possible actions:

- Proper demarcation of the school and proper fencing for safety and security.
- Plan in place to ensure infrastructure development, improvement and maintenance (i.e. learning and recreation areas, teacher's houses etc.)
- A strategy in place to ensure that infrastructure is accessible to and safe for all learners and staff.
- Adherence to labour laws with respect to remuneration and the general welfare of staff.
- Programmes in place to ensure supply of safe and clean water, good sanitation and hygiene.
- An attempt is made to source relevantly qualified personnel
- A plan is in place to improve and maintain the outlook of school grounds and premises.

Sources of evidence

- Evidence of security measures e.g. fencing, gate, security guard
- Well maintained structures, school premises and ground coupled with evidence of accessibility.
- Adequate and well-kept toilets for staff and learners.
- Safe and clean water.

This quality area provides a comprehensive framework for evaluating the quality, relevance and inclusivity of curriculum planning and implementation across Eswatini's schools. It emphasises alignment with national education guidelines, competency-based learning outcomes and progressive sequencing across grades. Inspectors assess how well the curriculum responds to learners' academic, vocational and socio-emotional needs, while integrating 21st-century skills and global trends. The quality area also focuses on equitable access, inclusive teaching practices and the availability of resources for diverse learner groups, including those with special needs. Implementation is evaluated through lesson alignment, instructional time usage and the promotion of critical thinking. Assessment integration is key in ensuring that tools measure mastery, support feedback and reflect real-world application. Finally, curriculum monitoring, resource support and the embedding of values and citizenship education ensure that Eswatini's curriculum remains dynamic, responsive and transformative.

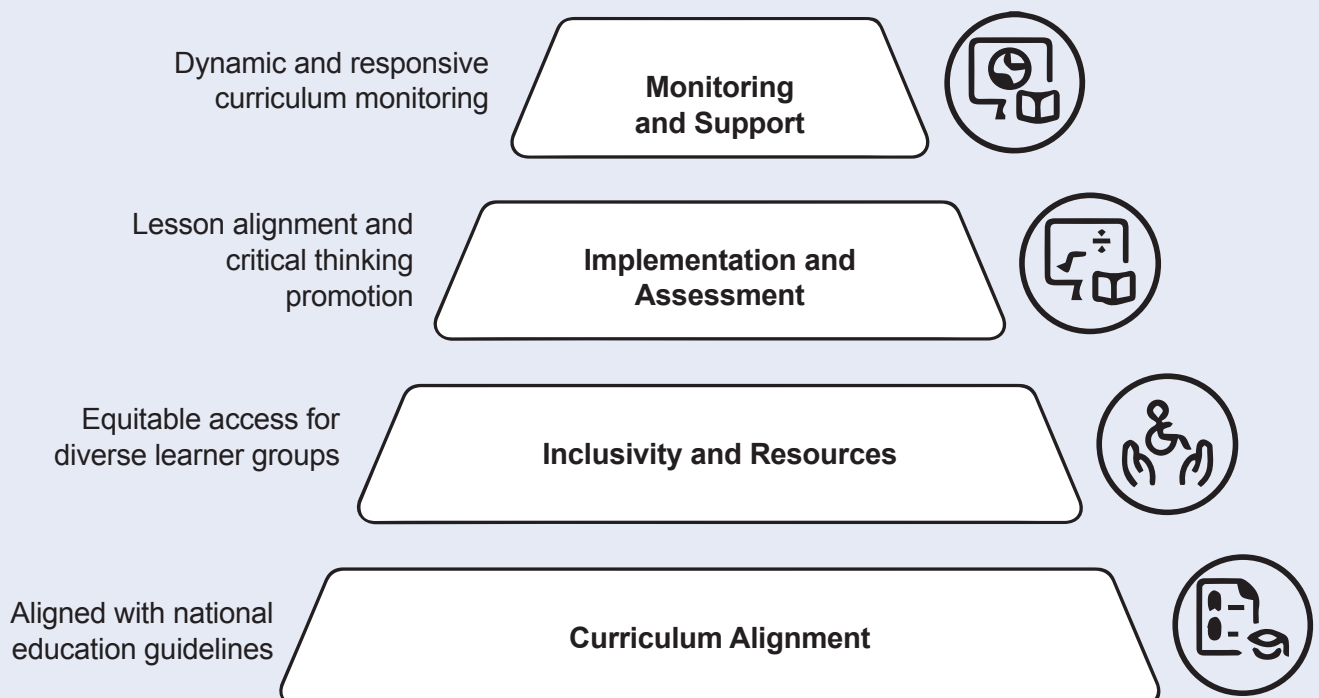


Figure 8.1: Curriculum Structure

Domains and Standards

Table 8.1: Domains and Standards for Curriculum Structure

Domain	Standards
Curriculum Design and Planning	<ul style="list-style-type: none"> ● Curriculum documents align with national education guidelines and aspirations ● Learning outcomes are clearly defined and competency-based ● Sequencing across grades shows clear learning progression ● Time allocation supports mastery and differentiated pacing.
Curriculum Relevance and Responsiveness	<ul style="list-style-type: none"> ● Learner needs (academic, vocational, non-academic) reflected in curriculum content ● Content integrates 21st-century skills and future-readiness ● Curriculum incorporates global trends and emerging disciplines ● Pathways are competency-aligned and allow for credit transfer or recognition of prior learning
Curriculum Access and Inclusion	<ul style="list-style-type: none"> ● SEN learners and diverse groups fully enrolled and supported ● Inclusive teaching approaches observed in classrooms ● Resources (books, devices, aids) distributed fairly and equitably
Curriculum Implementation	<ul style="list-style-type: none"> ● Lessons aligned with teaching syllabi; curriculum objectives clearly delivered ● Instructional time used effectively with minimal lost hours ● Remediation provided based on learner progress ● Classroom activities develop critical thinking and problem-solving skills
Curriculum Assessment Integration	<ul style="list-style-type: none"> ● Assessments verify mastery of competencies, not just content recall ● Teachers apply feedback to adapt instruction and support learners ● Assessment tools moderated and validated for quality, quantity and fairness ● Rubrics and performance tasks are used to assess real-world application

Domain	Standards
Curriculum Monitoring and Evaluation	<ul style="list-style-type: none"> • Periodic curriculum reviews conducted and documented • Review teams include staff, learners, parents and Regional Education Office • Data trends (e.g. learner performance) inform updates and reforms
Curriculum Resources and Support	<ul style="list-style-type: none"> • Learning materials available across subjects and levels • Qualified staff deployed appropriately • CPD opportunities offered throughout the year • Resources (human and material) tracked for usage and impact
Curriculum Values and Citizenship	<ul style="list-style-type: none"> • Lessons incorporate national values like monarchical democracy, patriotism and peace • Learners demonstrate ethical reasoning and civic responsibility • Life skills, ethics and respect reinforced across subjects and in extra-curricular activities • Co-curricular activities reinforce social-emotional competencies and global citizenship

Levels of Performance

Table 8.2: Grade Descriptors for Curriculum Structure

Domain	Standards	Grade Descriptors			
		Outstanding	Good	Needs Improvement	Inadequate
Curriculum Design and Planning	Alignment with national guidelines	Curriculum documents fully align with national priorities and aspirations	Generally aligned with minor gaps	Partial alignment; some national priorities missing	No alignment with national education policies
	Curriculum Design and Planning	Learning outcomes are clearly defined and competency-based	Learning outcomes are precise, measurable, and fully aligned with competencies across all subjects	Learning outcomes are vague or partially aligned with competencies	Learning outcomes are missing or not competency-based

Domain	Standards	Grade Descriptors			
		Outstanding	Good	Needs Improvement	Inadequate
Curriculum Design and Planning	Sequencing across grades	Seamless learning progression across grades	Logical progression mostly evident	Progression exists but lacks consistency	Poor or missing sequence; disconnected learning
	Time allocation	All subjects receive correct instructional time consistently	Time allocations mostly meet requirements	Some deviations in subject time	Time use unclear or non-compliant
Curriculum Relevance and Responsiveness	Responds to learner needs	Curriculum content highly relevant to all learner categories	Addresses most learner needs with balance	Focused on limited learner categories	Lacks relevance to learner needs
	Content integrates 21st-century skills and future-readiness	21st-century skills and future-readiness are deeply embedded across subjects and activities	Skills and future-readiness are consistently integrated into curriculum content	Skills are referenced but not consistently applied across subjects	Skills and future-readiness are absent or ignored
	Incorporates global/emerging trends	Content reflects global developments and inter-disciplinary innovations	Trends considered; some emerging disciplines included	Limited innovation or responsiveness	No global trends reflected in curriculum
	Pathway diversity	Academic, professional and technical pathways clearly defined and accessible	Multiple pathways offered with reasonable reach	Few pathways available; limited learner choices	No alternative pathways; learners face constraints
Curriculum Access and Inclusion	SEN and diverse group enrollment/support	SEN and diverse learners fully included with effective support	Inclusion evident; some groups moderately supported	Partial support or inconsistent access	Exclusion or lack of support for diverse learners

Domain	Standards	Grade Descriptors			
		Outstanding	Good	Needs Improvement	Inadequate
Curriculum Access and Inclusion	Inclusive teaching	Inclusive strategies actively used across subjects	Teaching reflects inclusive approaches fairly well	Inclusion strategies limited or sporadic	Teaching excludes or overlooks diverse needs
	Resource equity	Resources distributed equitably and address varied learner needs	Mostly fair distribution; minor resource gaps	Distribution inconsistent or inequitable	Severe disparities in resource allocation
Curriculum Implementation	Syllabus alignment	Lessons consistently reflect syllabus outcomes and codes	Most lessons follow syllabus appropriately	Some syllabus links present but not explicit	Lessons disconnected from syllabus intentions
	Instructional time usage	Time used efficiently with minimal loss across all grades	Time loss minimal; instruction broadly consistent	Frequent time loss; instruction occasionally interrupted	Significant time lost; instruction compromised
	Remediation strategy	Targeted, timely remediation based on learner needs	Remediation provided with moderate effectiveness	Remediation present but generic or infrequent	No remediation strategies evident
	Critical thinking skills	Activities strongly foster problem-solving and creativity	Skills embedded but vary by subject or teacher	Activities exist but rarely foster deeper thinking	Instruction lacks higher-order thinking skills
Curriculum Assessment Integration	Alignment with curriculum goals	Assessments clearly reflect intended learning outcomes	Broad alignment with learning goals	Alignment is partial or unclear	Assessments detached from curriculum intent

Domain	Standards	Grade Descriptors			
		Outstanding	Good	Needs Improvement	Inadequate
Curriculum Assessment Integration	Feedback use	Feedback consistently drives instructional adaptation	Feedback used reasonably in planning and support	Feedback inconsistently used or delayed	Feedback absent or ignored in learning design
	Moderation and validation	Assessment tools are quality-assured, fair and standardised	Tools mostly standardised with some validation	Weak moderation; tools lack consistency	No moderation; tools unreliable or biased
	Rubrics and performance tasks are used to assess real-world application	Rubrics and tasks consistently assess authentic, real-world skills across subjects	Rubrics and tasks are used regularly with moderate alignment to real-world contexts	Rubrics and tasks are used occasionally but lack relevance or consistency	Rubrics and tasks are absent or disconnected from real-world application
Curriculum Monitoring and Evaluation	Curriculum review practice	Reviews conducted regularly with actionable documentation	Reviews completed periodically; some updates made	Review practices irregular or poorly documented	No review process in place
	Team inclusiveness	Review teams include wide stakeholder participation	Teams include most key stakeholders	Teams lack representation or are ad hoc	No team-based curriculum review conducted
	Data-driven reform	Data trends actively inform planning and reform cycles	Some data analysis evident in updates	Data used superficially or not reflected in changes	Curriculum reforms not evidence-informed

Domain	Standards	Grade Descriptors			
		Outstanding	Good	Needs Improvement	Inadequate
Curriculum Resources and Support	Material availability	Learning materials available and sufficient for subjects/levels	Materials mostly available with minor shortages	Limited subject coverage or outdated materials	Severe shortages; resources not supporting curriculum
	Staff deployment	All teachers appropriately qualified and well-deployed	Most staff qualified and placed with care	Staff deployment uneven or lacks expertise	Unqualified staff poorly deployed
	CPD offerings	Year-round CPD with targeted skill development	CPD offered occasionally; moderately relevant	CPD irregular or misaligned with needs	No professional development opportunities provided
	Resource tracking	Resource usage is monitored with impact-focused reviews	Usage monitored occasionally; impact partially assessed	Resource tracking is weak or incomplete	No tracking or monitoring of resource use
Curriculum Values and Citizenship	Values in lessons	Curriculum actively promotes monarchical democracy, peace and patriotism	Values embedded in many lessons	Values present but sporadic	No values-based instruction observed
	Civic/global engagement	Learners regularly involved in civic/global education activities	Engagement opportunities available and moderately used	Activities exist but are rare or optional	Learners not exposed to civic/global activities
	Ethics/life skills reinforcement	Ethics and life skills integrated across curriculum and co-curricular platforms	Ethical content and skills taught in key subjects	Limited ethics coverage or shallow implementation	No life skills or ethics present in curriculum

Domain	Standards	Grade Descriptors			
		Outstanding	Good	Needs Improvement	Inadequate
Curriculum Values and Citizenship	Co-curricular activities reinforce social-emotional competencies and global citizenship	Co-curricular activities consistently promote empathy, ethics, and global awareness across all levels	Activities regularly support social-emotional learning and citizenship values	Activities occasionally touch on social-emotional or global themes but lack consistency	Activities lack relevance or do not promote citizenship or emotional growth

Operationalisation: Curriculum Structure

Examples of possible actions:

- Curriculum documents are formally approved and aligned with national education policies and aspirations.
- Learning outcomes are competency-based, clearly stated and sequenced across grade levels.
- Instructional time is allocated appropriately across subjects to support mastery and differentiated pacing.
- Curriculum content reflects learner diversity, including academic, vocational and non-academic needs.
- Global trends, 21st-century skills and interdisciplinary innovations are integrated into curriculum design.
- Pathways for academic, technical and professional progression are clearly defined and accessible.
- Inclusive practices are embedded in curriculum delivery, ensuring access for SEN and diverse learners.
- Teaching strategies promote critical thinking, creativity and real-world problem-solving.
- Assessment tools are competency-aligned, moderated and used to inform instruction.
- Curriculum reviews are conducted periodically with stakeholder participation and data-driven updates.
- Resources (human, material, digital) are available, tracked and used to support curriculum delivery.
- Values, ethics and citizenship education are embedded across subjects and co-curricular activities.

Sources of evidence

Inspectors may triangulate findings using the following evidence sources:

- Approved curriculum documents, syllabi and lesson plans showing alignment and sequencing.
- Timetables and instructional schedules demonstrating appropriate time allocation.
- Samples of learner work, lesson observations and classroom activities reflecting critical thinking.
- Assessment records, moderated tools, rubrics and feedback logs.
- Evidence of inclusive teaching strategies and support for SEN learners.
- Records of curriculum reviews, including minutes, stakeholder lists and action plans.
- Resource inventories, CPD logs and deployment records of qualified staff.
- Visual displays, co-curricular activity logs and learner portfolios showcasing values and citizenship.
- Interviews with teachers, learners and school leaders confirming curriculum relevance and responsiveness.
- Performance data trends used to inform curriculum updates and reforms.

Annexure – Judging Tools for Secondary Schools

THE MINISTRY OF EDUCATION AND TRAINING ASSESSMENT TOOL

Name of School: _____

Region: _____

Date: _____

1. Effective School Leadership, Management and Administration

Standard	Outstanding	Good	Needs Improvement	Inadequate
Vision, Leadership and School Culture				
Demonstrate and communicate an ambitious school vision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Promote a culture of high expectations and scholastic excellence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prepare learners for life in Eswatini through values of Monarchical democracy and patriotism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide and manage curriculum aligned with statutory and learner/employer needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plan for smooth transitions to next stages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support curriculum through extra-curricular activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard	Outstanding	Good	Needs Improvement	Inadequate
Curriculum Management and Provision				
Provide and manage curriculum aligned with statutory and learner/employer needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plan for smooth transitions to next stages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support curriculum through extra-curricular activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Performance Monitoring and Professional Development				
Facilitate Continuous Professional Development workshops for both Administration and Staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attendance of workshops by the Administration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improve staff practice through performance management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observe and assess teaching and learner work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ensure motivated and respected staff through accountability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collaboration with other schools of excellence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inclusion and Equity				
Promote inclusion, equity and diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitor progress of learner groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard	Outstanding	Good	Needs Improvement	Inadequate
Learner Welfare and Safety				
Safeguard learners from risks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Promote a safe, orderly environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stakeholder Engagement and Accountability				
Engage with parents and external partners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Committees and Boards hold staff accountable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-Evaluation and Continuous Improvement				
Use robust self-evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Apply findings to drive improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Infrastructure and Administrative Oversight				
School location is easily identifiable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintain high standards of inputs and care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Judgement

Effective School Leadership, Management and Administration	Outstanding	Good	Needs Improvement	Inadequate
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments on Effective School Leadership, Management and Administration

Recommendations

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Name of Head Teacher: _____

Signature: _____

Name of Assessor: _____

Signature: _____

2. Quality of Teaching, Learning and Assessment

Standard	Outstanding	Good	Requires Improvement	Inadequate
Teaching Effectiveness				
Teachers have high expectations for all learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of varied teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Secure subject knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learner engagement and time use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment and Feedback				
Baseline assessment upon entry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment data used to tailor instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analysis of stagnation to guide interventions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formative and summative assessment used effectively in terms of: Success criteria, quality and quantity of assessments given.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learners receive informative oral and written feedback (indicators of success rubrics and competencies rubrics)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard	Outstanding	Good	Needs Improvement	Inadequate
Curriculum Delivery				
Curriculum meets statutory requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Balanced time allocation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Managing missed lessons and absences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learner Progress and Support				
Identification and support of gifted learners and those falling behind through progress tracking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collaboration with partners for additional learner support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Promotion of literacy, numeracy and life skills relevant to Eswatini's socio-economic context	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inclusion and Equity				
Equality and respect in teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parental and Stakeholder Engagement				
Informing and equipping parents/employers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff Qualifications and Development				
Qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support for upgrading qualifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Performance linked to outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard	Outstanding	Good	Needs Improvement	Inadequate
Testing and Examination Standards				
Formal testing programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Examination regulations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rules and penalties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Judgement

Quality of Teaching, Learning and Assessment	Outstanding	Good	Needs Improvement	Inadequate

Comments on Quality of Teaching, Learning and Assessment

Recommendations

Name of Head Teacher: _____

Signature: _____

Name of Assessor: _____

Signature: _____

3. Personal Development, Behaviour and Welfare

Standard	Outstanding	Good	Needs Improvement	Inadequate
Learner Personal Development				
Self-confidence, awareness, learning skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spiritual, moral, social, cultural growth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preparation for societal participation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career choices and employability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Behaviour and Conduct				
Attendance and punctuality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attitude and pride in achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Behaviour and emotional control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Respectful relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learner Safety and Protection				
Physical, emotional, social safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School safety policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bullying/aggression handling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health and Hygiene				
Hygiene and sanitation habits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard	Outstanding	Good	Needs Improvement	Inadequate
Drinking water and feeding access	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Boarding facility upkeep	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Risk Awareness and Safeguarding				
Risk education (e.g., substance abuse, pregnancy)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Active safety support systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attendance and Engagement Tracking				
Monitoring absences and punctuality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improving low attenders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Judgement

Personal Development, Behaviour and Welfare	Outstanding	Good	Needs Improvement	Inadequate
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments on Personal Development, Behaviour and Welfare

Recommendations on Personal Development, Behaviour and Welfare

Name of Head Teacher: _____

Signature: _____

Name of Assessor: _____

Signature: _____

4. Outcomes for Learners

Domain and Standards	Outstanding	Good	Requires Improvement	Inadequate
Academic Achievement				
Progress from starting points; meet/exceed standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attain relevant qualifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic/vocational success across subjects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Progress Monitoring				
Evaluation via observation, discussion, data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learners meeting aspirational targets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Equity and Inclusion				
Disadvantaged learners' progress and gap-narrowing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Most able learners' deeper learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lower-attaining learners and gap management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special Needs and Differentiation				
SEN and disabled learners' progress and provision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Judgement

Learner's Outcomes	Outstanding	Good	Needs Improvement	Inadequate
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments on Learners' Outcomes

Recommendations on Learners' Outcomes

Name of Head Teacher: _____

Signature: _____

Name of Assessor: _____

Signature: _____

5. Specific Subject Areas

Domain and Standards	Outstanding	Good	Needs Improvement	Inadequate
Policy Alignment and Planning				
Operators guided by policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Operational plans align with syllabi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plans improve learner achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching and Learning Practice				
Effective, engaging lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
High expectations and excellence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extra support for concept mastery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of quality assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inclusivity and Support				
Barriers for special needs addressed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interventions based on progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Departmental Organisation				
Organisation and management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resources adequacy and usage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Performance targets guide teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitoring and Improvement				
Teacher feedback and monitoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Departmental self-evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Domain and Standards	Outstanding	Good	Needs Improvement	Inadequate
Follow-up on successes/challenges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Capacity building via performance systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Judgement

Specific Subject Areas	Outstanding	Good	Needs Improvement	Inadequate
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments on Specific Subject Areas

Recommendations

Name of Head Teacher: _____

Signature: _____

Name of Assessor: _____

Signature: _____

6. Financial Management

Domain and Standards	Outstanding	Good	Requires Improvement	Inadequate
Strategic Financial Planning				
Financial plan aligns with school's vision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Budget aligns with SDP and Inqaba guide	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Budget approval follows policy guidelines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Financial Transparency and Accountability				
Transparency in budget preparation and execution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Financial records kept per policy guidelines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Annual financial reports produced and shared	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Budget Implementation and Oversight				
Expenditure guided by approved budget	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regular financial audits conducted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Judgement

Financial Management	Outstanding	Good	Needs Improvement	Inadequate
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments on Financial Management

Recommendations

Name of Head Teacher: _____

Signature: _____

Name of Assessor: _____

Signature: _____

7. Input Resources and School Grounds

Domain and Standards	Outstanding	Good	Needs Improvement	Inadequate
Infrastructure and Facilities				
Condition of buildings and school grounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Infrastructure maintenance and improvement plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accessibility and safety for all learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning and Teaching Resources				
Resource allocation to all learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Human Resources				
Qualified staff and appropriate deployment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support staff welfare and care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health and Hygiene Provision				
Safe drinking water availability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sanitation and hygiene standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Judgement

Input Resources and School Grounds	Outstanding	Good	Needs Improvement	Inadequate
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments on Input Resources and School Grounds

Recommendations

Name of Head Teacher: _____

Signature: _____

Name of Assessor: _____

Signature: _____

8. Curriculum Structure

Domain and Standards	Outstanding	Good	Requires Improvement	Inadequate
Curriculum Design and Planning				
Alignment with national guidelines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sequencing across grades	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Time allocation supports mastery and differentiated pacing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum Relevance and Responsiveness				
Learner needs (academic, vocational, non-academic) reflected in curriculum content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Content integrates 21st-century skills and future-readiness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Incorporates global/emerging trends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pathways are competency-aligned and allow for credit transfer or recognition of prior learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum Access and Inclusion				
SEN and diverse group enrolment/support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inclusive teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resource equity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard	Outstanding	Good	Needs Improvement	Inadequate
Curriculum Implementation				
Syllabus alignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional time usage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Remediation strategy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Critical thinking skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment Integration				
Alignment with curriculum goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feedback use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Moderation and validation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitoring and Evaluation				
Curriculum review practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Team inclusiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Data-driven reform	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resources and Support				
Material availability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff deployment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CPD offerings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resource tracking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Values and Citizenship				
Lessons incorporate values like monarchical democracy values, patriotism and peace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard	Outstanding	Good	Needs Improvement	Inadequate
Learners demonstrate ethical reasoning and civic responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Life skills, ethics and respect reinforced across subjects and in extra-curricular activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Co-curricular activities reinforce social-emotional competencies and global citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Judgement

Curriculum Structure	Outstanding	Good	Needs Improvement	Inadequate
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments on Curriculum Structure

Recommendations

Name of Head Teacher: _____

Signature: _____

Name of Assessor: _____

Signature: _____

9. Overall School Effectiveness Judgement

Judgement Area	Outstanding	Good	Requires Improvement	Inadequate
Effective School Leadership, Management and Administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of Teaching, Learning and Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal Development, Behaviour and Welfare	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Outcomes for Learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specific Subject Areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Financial Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Input Resources and School Grounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum Structure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Final School Rating

Overall School Effectiveness	Outstanding	Good	Needs Improvement	Inadequate
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Comments on the School (Strengths and Weaknesses)

Overall Recommendations

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Name of Head Teacher: _____

Signature: _____

Name of Assessor: _____

Signature: _____

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