

School Quality Diagnostic and Improvement-Planning Exemplar

A practical six-domain workbook for evidence review, priority selection, action planning and 90-day improvement monitoring.

01	02	03	04	05	06
DIAGNOSE	PRIORITISE	PLAN	IMPLEMENT	MONITOR	EVALUATE

FREE EXEMPLAR | VERSION 1.0 | AUGUST 2026

This concise exemplar demonstrates the NTES methodology. The complete commercial toolkit contains expanded rubrics, review instruments, dashboards and implementation resources.

01 / START HERE

How to use this exemplar

Use the workbook as a structured conversation aid. Record concise evidence, select a small number of priorities and agree how impact will be monitored.

01	02	03	04	05	06
DIAGNOSE	PRIORITISE	PLAN	IMPLEMENT	MONITOR	EVALUATE

Stage	Purpose
1. Diagnose	Review current evidence across all six NTES domains.
2. Prioritise	Identify the few issues with the greatest educational impact.
3. Plan	Set SMART targets, responsibilities, milestones and success criteria.
4. Implement	Deliver agreed actions and remove barriers to progress.
5. Monitor	Use a 90-day dashboard and regular evidence checks.
6. Evaluate	Judge impact, capture learning and determine the next cycle.

Suggested neutral rating language

Use Established, Developing, Priority for action or Insufficient evidence. These terms support internal reflection and are not regulator judgements.

Important professional boundary

This independent NT Education Solutions resource is informed by published school-quality and evaluation principles. It is not issued, approved or endorsed by ADEK, KHDA, the UAE Ministry of Education, Ofsted or another regulatory authority. Schools must verify current requirements with their relevant regulator.

02 / SCHOOL CONTEXT

School profile and review scope

A diagnostic is meaningful only when it reflects the school's context, learners, curriculum, priorities and regulatory environment.

School / organisation	
Country / jurisdiction	
Curriculum model(s)	
Age range / phases	
Student population and groups	
Review purpose	
Review period	
Review participants	

Context prompts

Consider language profiles, inclusion and additional needs, mobility, attendance, staffing, governance, community expectations, current improvement priorities and any recent external review recommendations.

03 / SIX DOMAINS

NTES school-quality diagnostic overview

Review the domains together. Strong conclusions depend on connected evidence rather than isolated indicators.

Domain	Diagnostic focus
1. Student Outcomes	Attainment, progress, trends, learner groups, destinations and external benchmarks.
2. Personal Development and Wellbeing	Behaviour, attendance, wellbeing, citizenship, relationships and learner agency.
3. Teaching, Learning and Assessment	Planning, pedagogy, challenge, inclusion, assessment and impact on learning.
4. Curriculum Quality	Intent, breadth, progression, adaptation, assessment alignment and curriculum review.
5. Protection, Inclusion and Access	Safeguarding, health and safety, equitable access, SEND and learner support.
6. Leadership, Governance and Improvement	Vision, accountability, self-evaluation, governance and improvement capacity.

Whole-school lens

Look for patterns across phases, departments and learner groups. Record both strengths worth sustaining and issues requiring coordinated action.

04 / QUICK DIAGNOSTIC

Six-domain summary judgement

Capture the headline picture first. Detailed evidence should then be recorded on the following pages.

Domain	Current position	Headline evidence / note
1. Student Outcomes	☐ Established ☐ Developing ☐ Priority for action ☐ Insufficient evidence	
2. Personal Development and Wellbeing	☐ Established ☐ Developing ☐ Priority for action ☐ Insufficient evidence	
3. Teaching, Learning and Assessment	☐ Established ☐ Developing ☐ Priority for action ☐ Insufficient evidence	
4. Curriculum Quality	☐ Established ☐ Developing ☐ Priority for action ☐ Insufficient evidence	
5. Protection, Inclusion and Access	☐ Established ☐ Developing ☐ Priority for action ☐ Insufficient evidence	
6. Leadership, Governance and Improvement	☐ Established ☐ Developing ☐ Priority for action ☐ Insufficient evidence	

Confidence check

For each position, ask: Is the conclusion supported by more than one evidence source? Is it consistent across groups and phases? Is the evidence current and sufficiently reliable?

05 / EVIDENCE INVENTORY

What evidence is available?

Evidence should be proportionate, current and relevant. Avoid collecting documents that do not help answer a clear diagnostic question.

Evidence source	Available / date	Quality, limitations and owner
Performance and assessment data		
Classroom observations and learning walks		
Students' work, portfolios and outcomes		
Policies, plans and school records		
Student, parent and staff voice		
Leadership and departmental meetings		
Curriculum and assessment documentation		
Safeguarding, attendance and wellbeing records		
External reports and previous recommendations		

06 / TRIANGULATION

Evidence-triangulation record

A conclusion becomes stronger when it is supported by several independent sources and tested against different perspectives.

Provisional finding	Data / records	Practice / observation	Stakeholder voice	Confidence / next check
Finding 1				
Finding 2				
Finding 3				
Finding 4				
Finding 5				

Triangulation rule

Do not rely on one document, one observation or one opinion. Note contradictory evidence and identify what must be checked before a conclusion is accepted.

07 / FINDINGS

Strengths and development areas

Separate secure strengths from emerging strengths and development needs. Describe impact on learners, not only the presence of processes.

Domain	Strengths to sustain	Development areas / evidence gaps
1. Student Outcomes		
2. Personal Development and Wellbeing		
3. Teaching, Learning and Assessment		
4. Curriculum Quality		
5. Protection, Inclusion and Access		
6. Leadership, Governance and Improvement		

08 / PRIORITISE

Priority-selection matrix

Select priorities on the basis of learner impact, urgency, evidence confidence, feasibility and strategic alignment.

Potential priority	Learner impact 1-5	Urgency 1-5	Evidence 1-5	Feasibility 1-5	Decision / rationale
Potential priority 1					
Potential priority 2					
Potential priority 3					
Potential priority 4					
Potential priority 5					

Selected priority 1	
Selected priority 2	
Priority not selected now — reason	

09 / SMART TARGET

Define a measurable improvement target

A strong target states the intended learner or organisational impact, baseline, measure, timescale and relevant groups.

Priority statement	
Baseline and evidence	
Specific intended outcome	
Measure(s)	
Target value / success threshold	
Groups / phases	
Deadline	
Target owner	

Target quality check

Is the target specific, measurable, achievable, relevant and time-bound? Does it describe improvement in practice or learner experience rather than completion of an activity alone?

10 / ACTION PLAN

Actions, responsibilities and resources

Translate the target into a small number of sequenced actions with clear ownership and evidence of completion and impact.

Action	Lead / contributors	Start / due	Resources / CPD	Completion evidence	Impact evidence
Action 1					
Action 2					
Action 3					
Action 4					
Action 5					
Action 6					

Implementation discipline

Distinguish outputs (what was delivered) from impact (what improved). Identify dependencies, workload implications, safeguarding considerations and data-protection requirements.

11 / MILESTONES

Milestones and success criteria

Use milestones to identify early progress and respond before the end of the cycle if implementation is off track.

Checkpoint	Expected milestone	Success criteria	Evidence source	Owner / review date
30 days				
60 days				
90 days				
End-of-cycle				

Known risks and mitigation	
Support or decisions required	

12 / MONITOR

90-day improvement dashboard

Review progress at agreed intervals. Record evidence, barriers and decisions rather than relying on a general sense of progress.

Measure	Baseline	Day 30	Day 60	Day 90	Status / decision
Priority / target					
Action implementation					
Practice indicator					
Learner indicator					
Stakeholder indicator					

Suggested status language

On track — evidence indicates expected progress. Attention required — progress is inconsistent or delayed. Replan — the approach or target requires formal revision.

13 / EVALUATE

Impact-review questions

Complete the cycle by judging impact, identifying unintended effects and deciding what should be sustained, adapted or stopped.

Impact-review question	Evidence-based response
What changed for students, staff or families?	
Which evidence demonstrates the change, and how reliable is it?	
Which groups benefited most or least?	
What implementation factors enabled or limited progress?	
Were there unintended consequences, access issues or workload effects?	
What should be sustained, adapted, scaled or stopped?	
What is the next improvement question or cycle?	

14 / NEXT STEPS

From exemplar to implementation

This free workbook provides a concise starting point. NTES can support a deeper review, a complete toolkit or a tailored implementation partnership.

Pathway	What it provides
Focused diagnostic review	Evidence review, stakeholder discussions, prioritisation and practical recommendations.
Quality assurance and improvement toolkit	Expanded instruments for self-evaluation, teaching and learning, curriculum, data, inclusion, leadership and monitoring.
School improvement partnership	Structured implementation support, leadership coaching, progress reviews and impact evaluation.

Explore the complete resource

NTES School Quality Assurance and Improvement Toolkit
www.nteducationsolutions.com/marketplace/resources/school-improvement-review-toolkit

Discuss your school priorities

www.nteducationsolutions.com/contact
 Use the enquiry type "School Improvement" and include the school context, intended outcomes and preferred timescale.

Framework-informed, independently developed

The NTES methodology draws on common international principles of school self-evaluation, evidence triangulation, learner outcomes, quality assurance and continuous improvement. Reference frameworks can include jurisdiction-specific materials from the relevant ministry, inspectorate or accreditation body. Source titles, dates and versions should always be checked before local implementation.

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