

School Quality Assurance and Improvement Toolkit

Module 01 - School Self-Evaluation

Customer Preview

From scattered evidence to defensible priorities

School self-evaluation can become fragmented when evidence sits in different systems, findings are not consistently triangulated, and improvement priorities are selected without a transparent record of why they matter.

- Creates a structured evidence trail rather than relying on isolated impressions.
- Separates evidence quality, triangulation strength, confidence and developmental evaluation.
- Records contradictory evidence and follow-up instead of hiding uncertainty.
- Supports leadership validation before priorities move into school development planning.
- Does not calculate or imply an overall inspection grade.

A connected nine-stage process

1 Scope & governance

2 School context

3 Diagnostic enquiry

4 Evidence inventory

5 Evidence triangulation

6 Strengths & development areas

7 Priority selection

8 SSE summary & leadership validation

9 Handover to Module 02

Nine connected resources

The full commercial package combines guidance, governance documents and working tools into one controlled

User Guide

Workflow, roles, safe use, validation and Module 02 handover.

Evidence Triangulation Record

Tests findings against multiple evidence families and records confidence.

Evaluation Scope & Governance

Defines purpose, boundaries, responsibilities, confidentiality and approvals.

Strengths & Development Areas

Converts validated findings into a structured improvement evidence record.

School Context Profile

Captures contextual information affecting interpretation of evidence.

Priority Selection Matrix

Supports transparent comparison and selection of improvement priorities.

Diagnostic Question Bank

Structured prompts for enquiry, challenge and evidence planning.

SSE Summary & Leadership Validation

Consolidates evaluation, priorities, rationale and sign-off.

Evidence Inventory

Tracks evidence quality, availability, confidentiality and follow-up.

Make evidence visible, controlled and reviewable

Records what evidence exists, who owns it, where it is securely referenced, how current and reliable it is, and what follow-up is required.

[illegible]

Evidence Quality Rating

1 - Limited | 2 - Adequate | 3 - Strong | 4 - Very Strong

Test findings against multiple independent sources

Each proposed finding is tested against data, observation or student work, stakeholder voice, and documentary or policy evidence. Consistency, gaps, follow-up and confidence remain visible.

Evidence Triangulation Record – Free Exemplar																		
Global Assessment System / Evidence Strategy																		

Triangulation strength

0 No evidence | 1 Single source | 2 Limited | 3 Adequate | 4 Strong triangulation

Turn validated findings into an improvement evidence record

Records strengths, development areas, significance, affected groups, evidence confidence, limitations, urgency and readiness for priority selection.

Strengths and Development Areas Record																
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Rowing ID	NTS Details	Strategic Focus	Classification	Evidence Rating	Evidence References	Strategic Strength	Leadership	Impact on Learning / School	Staff / External	Confidence	Significance	Urgency	Priority Readiness	Follow up Required?	Follow up Action	Owner
1	Student Success	Progress of student groups	Development Area	Weak	There has been no progress made across the project, not well identified evidence. Please provide an action plan.	0-100% Improvement / 100%	1-Strong	Strategic	Strategic	High	High	High	Ready for Priority Selection	No	Review evidence base at the end of the year.	2024-07-01
2	Personal Development	Attendance and behavior	Strength	Strong	Attendance is high and behavior is good. This is a strength of the school.	0-100% Improvement / 100%	2-Medium	Strategic	Strategic	High	High	High	Ready for Priority Selection	No	Continue monitoring for group and work.	Working Lead
3	Teaching and Assessment	Use of assessment and challenge	Development Area	Weak	Formative assessment is used, but the level of challenge is not high across the school.	0-100% Improvement / 100%	1-Strong	Strategic	Strategic	High	High	High	Ready for Priority Selection	No	Review challenge and impact of assessment.	Teaching Lead
4	Curriculum Quality	Progression and engagement	Strength	Strong	Curriculum is well planned and engaging. This is a strength of the school.	0-100% Improvement / 100%	2-Medium	Strategic	Strategic	High	High	High	Ready for Priority Selection	No	Continue to improve engagement.	Curriculum Lead
5	Protection and Welfare	Equality and inclusion	Development Area	Weak	Equality and inclusion is not well understood and planned.	0-100% Improvement / 100%	1-Strong	Strategic	Strategic	High	High	High	Ready for Priority Selection	No	Review equality and inclusion.	Equality Lead
6	Leadership and Management	Impact monitoring	Development Area	Weak	Impact monitoring is not well understood and planned.	0-100% Improvement / 100%	1-Strong	Strategic	Strategic	High	High	High	Ready for Priority Selection	No	Review impact monitoring.	Impact Lead
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Finding classification and developmental evaluation are kept separate so schools can describe evidence precisely without collapsing everything into a single grade.

Make priority decisions transparent

Validated development areas are compared using weighted criteria such as learner impact, urgency, strategic alignment, equity, feasibility, evidence confidence and risk if delayed.

Priority Selection Matrix — Free Exemplar																					
Critical decision-making version — 3 portfolio priorities / 1 board-level view / Weighted comparison, enabling and leadership decision support																					
Priority ID	Source Reading ID	NTS Domain	Condition Priority	Evidence Based Rationale	Learner Impact	Urgency	Strategic Alignment	Equity / Inclusion	Feasibility	Evidence Confidence	Risk if Delayed	Deliverability / Resource Fit	Weighted Score	Rank	Priority Band	Decision	Executive Owner	Proposed Start	Review Date	Dependencies / Notes	Status
P-001	Z-001	Student Outcomes	+	Close the persistent progress gap for the identified subgroup. Evidence-based program validation and triangulated evidence clearly validated. Targeted for next year.	4	4	4	4	4	3	4	4	3.85	1	1 Immediate	Select	Class Lead	15 Sep 2024	30 Oct 2024	Requires intervention timetable and subject approval of resources.	Approved
P-002	P-003	Teaching and Assessment	+	Improve consistent classroom challenge across phases. Intervention, with equity and sustainability evidence from validated assessment tool across depth of challenge.	4	3	4	4	3	3	3	3	3.40	2	2 Immediate	Select	Teaching Lead	01 Oct 2024	01 Dec 2024	Align challenge reduction with professional learning cycle.	Under Review
P-003	P-004	Leadership and Improvement	+	Define learner impact measures for every improvement priority. Embedding a regular data impact measure and ensuring any actions across the improvement plan.	4	4	4	4	3	4	3	4	3.80	2	2 Immediate	Select	Improvement Lead	01 Sep 2024	30 Oct 2024	Requires governing oversight and robust monitoring template.	Approved
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Decision-support, not automatic decision-making

Weighted scores and bands support leadership judgement. They do not replace capacity checks, safeguarding duties, statutory obligations or professional judgement.

Bring the evaluation together and validate it

The final Module 01 stage consolidates domain-level evaluation, evidence confidence, strengths, development priorities and leadership challenge into a controlled summary.

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1	NTES Module 1 – School Self-Evaluation Summary															
2	Six domain executive synthesis Complete evidence records before assigning judgements															
3	Domain ID	NTES Quality Domain	Proposed Judgement	Evidence Confidence	Key Strengths	Development Areas	Leader / School Impact	Evidence References	Selected Priority On	Improvement Status	Domain Lead Role	Last Reviewed	Next Review	Leadership Validation Status	Validated Judgement	Validation Date
4	01	Student Outcomes	2 - Developing	Moderate	Attendance is stable overall and most year groups meet intended expectations.	Progress gaps remain for identified learner groups and external benchmarking is favourable.	Some learners do not yet make consistently strong progress from their starting points.	E-001, E-002, T-001	P-001	Priority Action	Assessment lead	2024-07-15	2024-10-15	Further Evidence Required		2024-08-01
5	02	Personal Development	3 - Secure	High	Behaviour, wellbeing routines and student participation are positive across most phases.	Attendance analysis reveals deeper subgroup follow-up and impact measures.	Learners report a safe climate and generally positive engagement with school life.	E-006, T-004, SV-003	P-004	Monitoring	Pastoral lead	2024-07-16	2024-11-16	Validated	3 - Secure	2024-08-01
6	03	Teaching and Assessment	2 - Developing	High	Relationships and lesson routines support orderly learning.	Challenges, differentiation and the use of formative assessment are inconsistent.	Learning quality varies between classes and learner groups.	E-009, T-006, WS-003	P-002	Priority Action	Teaching and learning lead	2024-07-17	2024-09-30	Validated with Changes	2 - Developing	2024-08-01
7	04	Curriculum Quality	3 - Secure	Moderate	Curriculum intent and progression are clear in core areas.	Implementation evidence and cross-curricular coherence requires further validation.	Most learners access a coherent curriculum, although consistency is not yet fully evidenced.	E-012, CUR-002, T-008	P-003	Evidence Review	Curriculum lead	2024-07-18	2024-10-31	Further Evidence Required		2024-08-01
8	05	Protection and Inclusion	4 - Strong	High	Safeguarding systems, referral routes and inclusive support are well understood.	Continue testing access, timeliness and impact across all learner groups.	Learners routinely timely support and report confidence in school systems.	E-005, INC-001, SV-004	P-006	Sustaining	Safeguarding lead	2024-07-19	2027-01-19	Validated	4 - Strong	2024-08-01
9	06	Leadership and Improvement	2 - Developing	High	Leaders communicate clear priorities and use structured review cycles.	Success criteria and impact evaluation are not consistently precise across plans.	Improvement activity is visible, but evidence of sustained impact is sparse.	E-018, GOV-002, T-011	P-003	Planned Improvement	Senior leadership team	2024-07-20	2024-09-20	Validated with Changes	2 - Developing	2024-08-01

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1	NTES Module 1 – Leadership Validation Record															
2	Leadership challenge, evidence confidence, judgement validation and action control															
3	Validation ID	NTES Quality Domain	Proposed Judgement	Evidence Confidence	Validation Status	Validated Judgement	Evidence Confidence	Leadership Challenge / Alternative View	Changes Required	Action Owner Role	Due Date	Completion Status	Review Methods	Validation Meeting Date	Validation Role	Comments / Executive Reference
4	V-001	Student Outcomes	4 - Strong	Moderate	Further Evidence Required	Partly	Further Evidence Required	Leadership challenge: evidence confidence and judgement validation. Challenge: leadership challenge / alternative view. Changes required: evidence confidence and judgement validation.	Assessment lead	2024-07-16	In Progress	The judgement is not yet validated. Evidence confidence and judgement validation are not yet validated.	2024-08-01	Executive leadership role	2024-08-01	
5	V-002	Personal Development	3 - Secure	High	Validated	3 - Secure	Yes	Leaders confirmed that students' safe, challenged and wellbeing evidence support the judgement.	No material changes. Continue subgroup attendance monitoring.	Pastoral lead	2024-11-16	Not Started	Triangulated evidence supports a secure judgement with routine monitoring.	2024-08-01	Executive leadership role	2024-08-01
6	V-003	Teaching and Assessment	2 - Developing	High	Validated with Changes	2 - Developing	Yes	The original validation judgement identified a leadership challenge between departments.	Strengthen the development area working and add department-specific actions.	Teaching and learning lead	2024-09-30	In Progress	The judgement remains developing, narrative and actions were amended for precision.	2024-08-01	Executive leadership role	2024-08-01
7	V-004	Curriculum Quality	3 - Secure	Moderate	Further Evidence Required	Partly	Further Evidence Required	Curriculum plans are clear, but leaders require more implementation evidence from classrooms and learner work.	Complete targeted work activities and implementation review.	Curriculum lead	2024-10-31	Not Started	Validation is defined and implementation evidence is sufficiently representative.	2024-08-01	Executive leadership role	2024-08-01
8	V-005	Protection and Inclusion	4 - Strong	High	Validated	4 - Strong	Yes	Leaders tested the consistency of referral routes and external support evidence for vulnerable groups.	Must continue to ensure consistency and timely review.	Safeguarding lead	2027-01-19	Not Started	Include evidence sources support strong and reliable practice.	2024-08-01	Executive leadership role	2024-08-01
9	V-006	Leadership and Improvement	2 - Developing	High	Validated with Changes	2 - Developing	Yes	Governance challenge identified and agreed to be addressed, monitoring and impact measures.	Review improvement plan success criteria and monitoring responsibilities.	Senior leadership team	2024-09-20	In Progress	The judgement is validated with regular changes to planning and impact controls.	2024-08-01	Governance representatives role	2024-08-01
10	Leadership and Governance Review															
11	Meeting date	Executive leader	Participants / roles	Quality lead, domain leads, governance representative	Shared SSE approval	Yes with Conditions	Agreed for Implementation planning	No with Conditions								
12	Review conditions	Completes the two outstanding evidence reviews and updates the three priority actions before publication.														
13	Next leadership review	2024-10-31	Review owner role	Quality lead	Shared approval		Governance reference	GOV-2024-08-01								

Three judgements are deliberately kept separate

Evidence Quality Rating

1 - Limited | 2 - Adequate | 3 - Strong | 4 - Very Strong

Evidence Confidence

High | Moderate | Low

Developmental Evaluation

Established and sustained | Secure | Developing | Priority for improvement | Insufficient evidence

No overall inspection grade is calculated or implied.

Designed for disciplined professional use

- Use aggregate or anonymised information wherever possible.
- Store sensitive evidence securely and record references rather than copying confidential content into workbooks.
- Contradictory evidence should be investigated and recorded, not hidden.
- Synthetic examples are fictional and for demonstration purposes only.
- Schools remain responsible for local privacy, safeguarding, retention and access-control requirements.
- This independent NT Education Solutions resource is not issued, approved or endorsed by a regulator.
- Schools should verify current jurisdiction-specific requirements with their relevant authority.

Professional boundary

Module 01 supports school self-evaluation and improvement planning. It does not provide legal advice, replace statutory processes, guarantee inspection outcomes or replace professional leadership judgement.

Explore selected functionality before requesting the full toolkit

The free exemplar lets prospective schools evaluate selected NTES tools without providing the complete commercial Module 01 package.

Evidence Inventory - Free Sample

6 synthetic evidence records + 14 blank trial rows, with dashboard and evidence-quality scoring.

Evidence Triangulation - Free Sample

4 synthetic findings + 8 blank trial rows, with source-count, triangulation and confidence logic.

Priority Selection Matrix - Free Sample

3 synthetic priorities + 5 blank trial rows, with weighted scoring, ranking and priority bands.

The free exemplar is for evaluation and demonstration purposes.

Ready to explore the complete Module 01 toolkit?

Request product information, licensing details or implementation support from NT Education Solutions.

www.nteducationsolutions.com

info@nteducationsolutions.com