



## Independent special schools

### Self-reflection questions to support strengthening leadership in independent special schools

- Do leaders have a clear vision for the school based on improving standards of learning and well-being?
- What evidence do you use to evaluate the progress your pupils make in their learning and well-being?
- What other sources of first-hand evidence do you use to inform your evaluation of the school's work?
- Do quality assurance activities provide an accurate evaluation of strengths and areas for development? Do they help identify meaningful areas of improvement or simply encourage compliance?
- To what extent does your evaluation of pupil progress inform the setting of whole-school improvement priorities?
- How well does improvement planning focus on improving standards of teaching, learning and well-being?
- How do you involve pupils, teaching staff and other stakeholders in self-evaluation processes?
- To what extent do professional learning opportunities provide specific support for teachers and learning support staff to improve the quality of their teaching roles?
- How well does professional learning help staff to develop their understanding of the additional learning needs of their pupils?
- How does professional learning support the school in reaching its improvement goals?
- How well do proprietors and governors (where relevant) understand the school's areas for improvement and what it needs to do to achieve these? How effective is the support that proprietors and governors provide?

Further reading:

<https://www.estyn.gov.wales/thematic-report/leadership-and-primary-school-improvement>  
<https://www.estyn.gov.wales/effective-practice/including-all-staff-self-evaluation-process>