

### STRENGTHS

#### ***Governing School Evaluation***

- Schools have the major responsibility for the school improvement process
- The Ministry of Education and Training fosters a degree of common understanding of basic quality in schools
- Availability of robust student assessment tools for primary schools
- An increasingly information rich environment for school evaluation
- Increased focus on the importance of engaging all stakeholders in school evaluation

#### ***School Self-Evaluation***

- Recognition of the importance of a school's policy-making capacity
- Network support to promote and develop school self-evaluation capacity
- Identified teacher competencies to support school evaluation
- Emerging collegial relations within and between schools to support competency development
- Stimulating self-evaluation activities via the equal educational opportunities policy
- Considerable use of technology to support self-evaluation
- Students have a voice in school policy, including growing involvement of students in self-evaluation

#### ***School Inspections***

- The inspection approach respects the autonomy of schools, but focuses on quality concerns
- The Context-Input-Process-Output (CIPO) inspection framework is empirically grounded and comprehensive
- Collection of evidence during the inspection can stimulate school self-evaluation activities
- There is a legal basis for inspection, including the examination of school policy-making capacity
- Efforts to improve the capacity of the Inspectorate to conduct coherent inspections
- Good balance of school responsibility and external pressure to use inspection results for improvement

### CHALLENGES

#### ***Governing School Evaluation***

- The Ministry of Education and Training does not mandate or steer school self-evaluation
- School evaluation is not well embedded in a larger vision for evaluation and assessment
- The potential for synergies between different evaluation approaches is not fully exploited
- Insufficient emphasis on improvement and excellence in attainment targets
- There is a high degree of variation in school policy-making capacity within the Flemish Community of Belgium
- Lack of information flow impedes school evaluation efforts

#### ***School Self-Evaluation***

- Lack of clarity around purpose of school self-evaluation and minimum quality
- Variation among school leaders in policy-making capacity
- A need to strengthen educators' evaluation literacy
- Teachers' orientation to research and enquiry

#### ***School Inspections***

- Implementing the new approach to inspection within the Inspectorate
- Inadequate information base for risk assessment prior to inspections
- Clarifying and making more uniform inspectors' judgements on quality
- Communicating school understanding and uptake of the new inspection methodology
- Judging schools' implementation of attainment targets
- There is room for improvement in the public use of inspection results

## POINTERS FOR FUTURE POLICY DEVELOPMENT

### **Governing School Evaluation**

- Further clarify common goals and expectations with a view to encouraging excellence and continuous improvement
- Strengthen consistency and coherence of different elements of school evaluation
- Promote the use of evaluation and assessment tools by schools for improvement
- Further strengthen professional development for effective school self-evaluation
- Strengthen information flow on key indicators from and to schools

### **School Self-Evaluation**

- Continue to embed self-evaluation requirements in new policies/programmes
- Recognise the key role of school leaders in self-evaluation and strengthen their policy-making capacity
- Promote the availability and use of appropriate self-evaluation resources
- Increase teacher understanding of policy-making capacity
- Extend collegial practice both within and among schools
- Promote further involvement of students in self-evaluation activities

### **School Inspections**

- Clarify the criteria for inspection judgements on the quality of education
- Go further in improving the inter-rater reliability of inspection reports
- Strengthen the commitment of inspection and schools to the implementation of Flemish attainment targets
- Ensure regular feedback to schools on key CIPO inspection framework indicators
- Devise ways to improve public use of inspection results

## FURTHER READING

This summary of strengths, challenges and recommendations is drawn from *OECD Reviews of Evaluation and Assessment in Education: School Evaluation in the Flemish Community of Belgium*, published in December 2011.

The full report and further information about the *OECD Review on Evaluation and Assessment Frameworks for Improving School Outcomes* are available on the project's website: [www.oecd.org/edu/evaluationpolicy](http://www.oecd.org/edu/evaluationpolicy).