
DEVELOPMENTAL SCALES FOR QUALITY DEVELOPMENT

INFANT AND PRIMARY EDUCATION

1. Information about the developmental scales

The Education Inspectorate evaluates quality within development scales, which consist of four development levels.

BELOW EXPECTATIONS

Several key elements can be improved.

APPROACHES EXPECTATIONS

In addition to strengths, there are also a number of points for improvement. As a result, it still does not fully meet expectations.

MEETS EXPECTATIONS

There are many strengths and no major points or areas for improvement. The whole is in line with expectations.

EXCEEDS EXPECTATIONS

There are many strengths, including significant examples of good practice.

The development level “meets expectations” means that the school meets the quality expectations of the reference framework for quality in education (OK). It is the target for every school. The development level “exceeds expectations” means there is also an example of good practice. An example of good practice exceeds the usual expectations and has a positive impact on the results and effects of pupils. An example of good practice is often strongly embedded in the functioning of the school or a sub-team, is also validated and may inspire other schools or sub-teams.

2. The developmental scales

K1. Vision and strategic policy

BELOW EXPECTATIONS	NEAR EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
The school has only a limited insight into what it wants to achieve with its education, how it wants to shape the school's functioning and how it wants to stimulate the development of the pupils. This vision takes little account of the input and context of the school and is contrary to the regulations. The teaching practice shows little common purposefulness.	The school knows what it wants to achieve with its education. The school misses out on opportunities to adapt this vision to the input and context of the school and to the regulations. It has limited insight into how it wants to achieve its vision. The vision is therefore only partly incorporated in the school functioning and teaching practice.	The school knows what it wants to achieve with its education, how it wants to shape the school functioning and how it wants to stimulate the development of the pupils. This vision is attuned to the input and context of the school and to the regulations. It is widely and visibly used in school life and teaching practice. The school stimulates the joint responsibility to realize the vision.	The school knows what it wants to achieve with its education, how it wants to shape the school functioning and how it wants to stimulate the development of the pupils. This vision is attuned to the input and context of the school and to the regulations. It is widely and visibly used in school life and teaching practice. The teachers feel collectively responsible for realizing the vision. The school evaluates its vision in an open dialogue and adjusts it where necessary.

K2. Organization policy

BELOW EXPECTATIONS	NEAR EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
The school does not develop a coherent policy. It is hardly striving for a culture of participation and dialogue. It is not very open to external questions and expectations. It hardly stimulates innovation and the sharing of expertise between team members. It hardly works together with others to strengthen teaching practice or school functioning. It communicates little or nothing about its functioning with internal and external stakeholders.	The school develops and implements a policy. The school is open to participation and external questions and expectations but does not to any great extent translate this input into its choices. It does not yet take every opportunity to stimulate innovation and the sharing of expertise between the team members. It works together with others but does not always strengthen the teaching practice or the school functioning. The transparency and the frequency of communication with internal and external stakeholders offer scope for improvement.	The school develops and implements a policy in which participation and dialogue are important. It is open to external questions and expectations and regularly responds to them. It stimulates innovation, reflection and the sharing of expertise between team members. It works together with others to strengthen teaching practice and school functioning. It communicates frequently, transparently and purposefully about its operations with internal and external stakeholders.	The school develops and implements a policy. The school has a participatory and innovative culture. The school is open to external questions and expectations and responds to them regularly. It stimulates innovation, reflection, learning from and with each other and the sharing of expertise between team members. It works together with others to strengthen teaching practice and school functioning. It communicates frequently, transparently and purposefully about its operations with internal and external stakeholders.

K3. Educational policy

BELOW EXPECTATIONS	NEAR EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
The school does not develop the quality of its teaching practice or only on an ad hoc basis. It takes few targeted measures. It makes hardly any agreements with the team members. It does not provide sufficient support for the team members.	The school develops the quality of its teaching practice but does this on a fragmentary or non-whole-school basis. The measures are not always targeted and the agreements are not always clear to all team members. The school provides only limited support to the team members.	The school develops the quality of its teaching practice. It gives shape to teaching practice and improving professionalism by means of targeted measures and agreements. It supports the team members.	The school systematically and coherently develops the quality of its teaching practice. It gives shape to teaching practice, improving professionalism and quality management by means of targeted measures and agreements at school level, sub-team level and individual level. It supports the team members.

K4. Systematic evaluation of the quality

BELOW EXPECTATIONS	NEAR EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
The school does not evaluate its performance or only evaluates it occasionally.	The school evaluates various aspects of school functioning but still pays limited attention to the evaluation of teaching practice. The evaluation is not very systematic.	The school systematically evaluates various aspects of school functioning. It devotes specific attention to the evaluation of teaching practice.	The school evaluates systematically and cyclically various aspects of school functioning. It devotes ample attention to the evaluation of teaching practice.

K5. Reliable evaluation of the quality

BELOW EXPECTATIONS	NEAR EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
The school evaluates its quality rarely based on the available qualitative and quantitative sources or the expertise of relevant partners. In its evaluations, it pays little attention to the results and effects on the pupils. Evaluations are rarely reliable.	The school evaluates its quality in a limited and targeted way based on the available qualitative and quantitative sources. It misses out on opportunities to involve the expertise of relevant partners in its evaluations. It does not yet succeed in using the results and effects for its pupils. This puts the reliability of the evaluations at risk.	The school evaluates its quality in a targeted way based on the available qualitative and quantitative sources. It involves relevant partners in its evaluations. It pays specific attention to the results and effects on the pupils. Evaluations are generally reliable.	The school evaluates its quality in a targeted way based on a variety of qualitative and quantitative sources. It involves relevant internal and external partners in its evaluations. It pays ample attention to the results and effects on the pupils. The evaluations are reliable.

K6. Secure and adjust

BELOW EXPECTATIONS	NEAR EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
The school has little or no insight into its strengths and points of work. It does not sufficiently guarantee what is already good and hardly develops any improvement actions for its points of work.	The school has an insight into its strengths and points of work but that insight is incomplete. It does not always store and distribute what is good. It misses out on opportunities to adjust its operation based on the evaluations.	The school has an insight into its strengths and points of work. It stores and distributes what is of high quality. It develops targeted improvement actions for its points of work.	The school has an insight into its strengths and points of work. It systematically stores and distributes what is of high quality. It develops targeted improvement actions for its points of work. In doing so, it takes account of changing contexts.